

# **Church Walk CE Primary School Ulverston**



**‘Teach children how they  
should live and they will  
remember it all of their lives.’  
Proverbs 22:6**

## **PROSPECTUS and HANDBOOK 2024-2025**

# Welcome to our School



We hope this prospectus will give you a valuable impression of the excellent teaching and learning that occurs in this school. Please read on and if you would like to visit the school to experience the family atmosphere that exists, you would be welcome to do so.

## Our Vision Statement

*Our vision is to provide a secure, caring, learning community based upon Christian Values in which everyone is nurtured and encouraged to value others and flourish.*



## Ethos and Aims

As a Church of England School we provide a Christian environment, based on the principles and practices of the Church of England. Through Religious Education, Worship and spiritual development we model and promote tolerance, respect and support. Our practices ensure equality for all and we encourage a positive self-image, respect for others and a caring attitude towards the environment and all living things. Throughout each child's time at Church Walk School it is our aim that he or she will develop socially, physically, emotionally, intellectually, spiritually and morally. We plan for each child's needs based on our knowledge and understanding of their development. We aim to support their developing skills as learners by:

- Providing a secure foundation upon which individuals can grow into independent, challenged learners.
- Stimulating active learning experiences that develop children's awareness of themselves as learners.
- Valuing every child irrespective of gender, age, disability, race or culture, and ensure that they have an active voice in school and know that their opinions matter.

## Contact Information

Church Walk C.E. Primary School is a Church of England Voluntary Aided School that caters for children aged 4 to 11years old .

<b>Headteacher</b>	Mrs Susan Davies
<b>Chair of Governors</b>	Miss Kay Wilson
<b>School Address</b>	Church Walk CE Primary School Church Walk Ulverston LA12 7EN
<b>Telephone</b>	01229 587258
<b>Email</b>	<a href="mailto:admin@churchwalk.cumbria.sch.uk">admin@churchwalk.cumbria.sch.uk</a>
<b>Website</b>	<a href="http://www.churchwalk.cumbria.sch.uk">www.churchwalk.cumbria.sch.uk</a>

Walking down Hoad Hill



## Development of the School

The School is situated on Church Walk within a few minutes walk of Ulverston Town Centre. The Victorian part of the building comprises a central multi-purpose hall which has two large rooms at each end. These are currently being used as mixed-age teaching classrooms. We have a quiet room that can be used for teaching small groups of children, particularly those with Special Educational Needs. We have a small but pleasant playground with facilities for social play and a quieter area where children can sit and chat to their friends. The playground has a multi use sports court, climbing wall, markings, planters and musical instruments! We also have a playing field across the lane with an adventure trail.



We are proud of our work as an Eco-school having received the much valued Green Eco-school flag twice now. Although we are situated in a small south Cumbrian town we are constantly looking outwards to develop our children's perceptions of themselves as global citizens.

### School Times

**8.40 a.m.** Doors open and children come into school.

**8.55 a.m.** Registration

**11.50am—12.45pm** Infant Lunchtime

**12.15pm—1.10pm** Junior Lunchtime

**3.15p.m.** School ends

Children should not arrive before 8.30am. or be left unsupervised in the playground.



## School Governors

Our Governors are a voluntary body who work together for the good of the school and our children. Their role is to support, collaborate and be involved with the school in meeting its responsibility to provide the best possible education for each individual pupil. Governors are accountable to the school community and the broader community for the effectiveness of the school. Their involvement, commitment and support are greatly appreciated.

<b>Chair of Governors</b>	Miss Kay Wilson (Foundation Governor)
	Rev Madi Simpson (Ex-officio)
	Mr Anthony Bryson (Foundation Governor)
	(Foundation Governor)
	Mr Owain Oxenham (Associate Member)
	Mr Alun Oddie (Foundation Governor)
	Mrs Nicky Wilson (Cumbria County Council)
	Mr Alex Newby (Parent Governor)
	Mrs Sarah Bettinson (Parent Governor)
	Mrs Susan McKenzie (Foundation Governor)
	Mrs Jill Shephard (Foundation Governor)
	Mrs Susan Davies Head teacher (Staff Governor)
	Mrs Jane Newby (Staff Governor)

**Clerk to the Governors** Mrs Emma Tyson

The School Governors meet on an average of once a term and more frequently, should this be necessary. Parents may contact the Governors through their Parent representative or through the Clerk to the Governors at the school.

### Teaching Staff

Mrs Susan Davies :	Head teacher and Key Stage 2 Teacher
Mrs Samantha Carter:	Key Stage 1 Teacher
Mrs Kathryn Edmondson	Reception Teacher (part time)
Miss Jo Turner	Reception Teacher (part time)
Mrs Rachel Clark	Key Stage 2 Teacher (part time ) SENCO
Mrs Jane Newby	Key Stage 2 Teacher

### Non Teaching Staff

Mrs Emma Tyson	School Secretary / Finance Officer
Mrs Beverley Lewis	Higher Level Teaching Assistant
Mrs Diane Rigg	Senior Teaching Assistant
Mrs Rebecca Connolly	Teaching Support Assistant
Mr Russell Gee	Teaching Support Assistant
Mrs Michelle Cody	Teaching Support Assistant
Mrs Jill Shephard	Teaching Support Assistant
Mrs Debbie Cull	Senior Teaching Assistant
Miss Linda Field	Senior Teaching Assistant
Mrs Zoe Kenealy	Teaching Assistant
Miss Nicole Hayter	Higher Level Teaching Assistant
Mrs Jayne O'Neill	Higher Level Teaching Assistant
Miss Ebony Davies	Apprentice Teaching Assistant
Miss Julie Fisher	Assistant Midday Supervisor
Miss Jenny Fyfe	Assistant Midday Supervisor
Mrs Vicky Hall	Assistant Midday Supervisor
Mrs Rachel Wyatt	Assistant midday Supervisor
Mrs Nicola Worthington	Assistant Midday Supervisor

## Behaviour

Respect and forgiveness are the Christian Values upon which we base our Behaviour Policy.

Each class has its own charter based upon the UNICEF Rights of the Child. They are composed with the children, at the beginning of every school year. Where possible we favour a positive response to behaviour, rewarding good behaviour with praise and encouragement and occasionally more tangible rewards such as stickers and award certificates. However, we recognise that sanctions are sometimes necessary and a staged response to poor behaviour will be followed through a traffic light system, developed in consultation with pupils and staff. Parents will be kept informed and involved in any action that has to be taken. Bullying is not acceptable and action will always be taken against it. A copy of the full Behaviour Policy can be seen in school and on the school website.

*"The schools' work to promote personal development and welfare is outstanding. The school is a welcoming and harmonious place."*

OFSTED January 2017

*"Pupils' behaviour in lessons and around school is outstanding. They enjoy coming to school and are eager to do well. They are kind to each other and show great respect towards each other and adults."*

OFSTED January 2017



# Admission Arrangements



## CHURCH WALK C.E. PRIMARY SCHOOL

### Process

Applications for admission to the school should be made using the Local Authority Common Application Form by the national closing date of 15th January 2024.

The Local Authority will inform parents of the offer of a place on behalf of the Governing Body on the national offer date 16th April 2024 or the next working day.

Church Walk C.E. Primary School has a published admission number of 15 pupils for entry into Reception. The school will accordingly admit at least 15 each year if sufficient applications are received. All applicants will be admitted if 15 or fewer apply.

The school will admit any pupils with an Education, Health and Care plan naming the school. Priority will then be given to those children who meet the criteria set out below.

### Oversubscription Criteria

#### **1. Looked After Children, Previously Looked After Children and Internationally Adopted Looked After Children**

Looked After, Previously Looked After and Internationally Adopted Previously Looked After Children.

A “Looked After Child” is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A “Previously Looked After Child” (PLAC) is a child who was looked after but ceased to be so because they were adopted or became subject to a child arrangement order or special guardianship order immediately following having been looked after.

An “Internationally Adopted Previously Looked After Child” is a child who appears (to the Admission Authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

## **2. Siblings living within the catchment area**

Siblings of pupils attending the school at the time of the application who live within the catchment area.

## **3. Catchment area**

Children living within the catchment area (historically identified as the Parish Boundary of St Mary with Holy Trinity Ulverston Parish Church), identified on a separate map which can be seen on the school website and in the school office.

## **4. Siblings living outside the catchment area**

Siblings of pupils attending the school at the time of the application who live outside the catchment area.

## **5. Children living outside the catchment area.**

## **Tiebreaker**

Proximity to the school.

This will be measured by the shortest walking distance by road, from the pupil's home to the main entrance point of the school using a GIS computerised mapping system.

In the event that two or more children live the same distance from the school (as can happen with families living in blocks of flats), random allocation, where supervised drawing of lots by an independent responsible person of good standing will be used to decide which child(ren) will be allocated the remaining place(s) (in accordance with 1.34 and 1.35 of the School Admissions Code 2021).

## **In-Year admissions**

From time to time a place becomes available further up the school. The allocation of places is in accordance with the admissions criteria. Preference will be given to children moving into the area from outside the Local Authority area who do not have a school place. Evidence will need to be provided that the child has recently moved in.

## Infant class size

Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) must not contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- children admitted outside the normal admissions round with Education, Health and Care Plans specifying the school;

- looked after children and previously looked after children admitted outside the normal admissions round;

- children admitted after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;

- children admitted after an independent appeals panel upholds an appeal;

- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;

- children of UK service personnel admitted outside the normal admissions round;

- Children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;



children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

## Waiting Lists

The school will operate a waiting list for each year group. Where in any year the school receives more applications for places than there are places available, a waiting list will operate until the end of 31<sup>st</sup> December 2024. This will be maintained by the Admission Authority, and it will be open to any parent to ask for their child's name to be placed on the waiting list, following an unsuccessful application.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves it.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves it.



## School age

A full-time school place in the Reception class is available for children from the September following their 4th birthday, etc.

## Deferred entry for infants

Parents offered a place for their child have a right to defer entry, or to take a place up part-time, until the start of the term beginning immediately after their child has reached compulsory school age. However, places cannot be deferred until the next academic year.

## Admission of children outside their normal age group

Parents may request that their child is admitted to a year group outside their normal age range, for instance where the child is gifted or talented or where a child has suffered from particular social or medical issues impacting on their schooling. All such requests will be considered on their merits and either agreed or refused, on that basis. If a request is refused, the child will still be considered for admission to their normal age group.

The process for requesting such an admission is as follows.

With the application, parents should request that the child is admitted to another year group (stating which one), and the reasons for that request. Parents should submit any evidence in support of their case with the application, for instance from a medical practitioner, head teacher etc. Some of the evidence a parent might submit could include:

- information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- and
- whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The school will consider each case on its merits, taking into account the individual circumstances of the request and the child's best interests. We will also ensure the parent is aware of whether the request for admission out of age group has been agreed before final offers are made, and the reason for any refusal. Requests for admission out of the normal year group will be considered alongside other applications made at the same time.

## Children of UK service personnel and crown servants

For families of service personnel with a confirmed posting, or crown servants returning from overseas, we will:

allocate a place in advance of the family arriving in the area (as long as one is available), provided the application is accompanied by an official letter that declares a relocation date.

use the address at which the child will live when applying their oversubscription criteria, as long as the parents provide some evidence of their intended address.

not reserve blocks of places for these children.

ensure that arrangements in their area support the Government's commitment to removing disadvantage for service children.

### **Address definition**

The address is the place where a child is permanently resident with his or her parent or parents or legal guardians. Evidence may be requested to show the address, for example: to which any Child Benefit is paid or at which the child is registered with a medical GP together with recent utilities bill, council tax bill or tenancy agreement. This evidence will be used when reaching a decision on the child's home address for admissions purposes (including where a child lives with parents with shared responsibility for each part of the week).

### **Appeals Procedure**

If the Governors are unable to offer your child a place because of over subscription you as a parent have a right of appeal, constituted and operated in accordance with the School Admissions Appeals Code. Appellants should notify the Clerk to the Governors of Church Walk Church of England Primary School within at least 20 school days of receiving the letter, which will give the grounds for refusing a place.

As a parent you will have an opportunity to submit your case to an independent (of the Governors) appeals panel. You must set out your grounds for the appeal in writing. You will normally receive at least 10 school days notice of the time and venue for the appeal hearing where you will be able to present your case in person. This right of appeal does not prevent you from making an appeal in respect of any other school.

### **Enquiries**

Please address any enquiries to The Head teacher, Church Walk C.E Primary School.

## Starting School

Every effort is made to ease the transition for the child from home to school. There are opportunities to visit the school during the Summer term prior to starting school for a story session and a play session. There is also an information meeting for all parents of the new Reception class, which is usually held in June. Families will then receive a home visit from the class teacher at the end of the summer term. This will enable you to meet in surroundings that are familiar to your child and establish a positive relationship before starting school.

*“Having the teacher visit my son at home prior to him starting school was so beneficial. He knew her name and recognised her on the first morning which was so helpful.” - a quote from a parent about home visits.*

### INDUCTION PERIOD

Entry to school is staggered over a week, beginning with half day sessions. You will be advised of starting dates at the end of the Summer term but the general pattern is for the children to be admitted gradually in groups.

All Reception age children will normally be in school full time by mid September. However, if, for any reason, your child is not ready for full-time education at this time, it can be delayed until the time is right up to the term after his/her fifth birthday.

Throughout the first year in school, the children will be assessed to discover their general abilities. This enables the teachers to provide a curriculum that is appropriate for each child so that they can progress at their own rate. The class teacher will discuss each child's achievement in the Early Years Foundation Stage Profile with parents/carers.

Infant trip to Beatrix Potter at Bowness.



## Progressing through the School

We have four mixed-age classes.

<b>Birkrigg</b>	<b>Reception</b>
<b>Hoad</b>	<b>Year 1 and Year 2</b>
<b>Newlands</b>	<b>Year 3 and Year 4</b>
<b>Springfield</b>	<b>Year 5 and Year 6</b>

During the summer term 2024 we will re-organise the classes taking into account the number of children we have for September 2024

Our principle is that we will always organise the children in the best ways for their learning within what is financially possible.

Our staff are very committed to planning and organising the curriculum for every child in their class no matter which year group they are in, in this way we make mixed-age teaching successful.

### Reception

During this year the children follow the Curriculum for the Early Years Foundation Stage with much emphasis placed on first hand experiences through play. They will follow seven areas of learning: **-Personal, Social and Emotional Development , Communication and Language, Maths, Physical Development, Understanding the World, Literacy and Expressive Arts and Design.**



Each child is unique and enters school with his or her own set of learning experiences. We do not wish to hold children back if they have already made good progress in one area. However, it is also important not to push others on too far too soon, leaving gaps in their education. We place great value on learning through play, children will have 'planning sessions', when they will plan their own activities which are carefully structured to provide learning experiences across the seven areas of learning. We have a good learning environment for Reception plus an outdoor play area, in addition to the main playground and



## Key Stages 1 and 2

All children follow the National Curriculum. We plan coverage of the National Curriculum including Religious Education and PSHE (Personal, Social, Health Education) through themes. The National Curriculum includes the core subjects of English, Maths, Science as well as Art and Design, Computing, Design and Technology, foreign languages (at Key Stage 2), Geography, History, Music and Physical Education.

The children are assessed continually throughout Key Stage 1 and 2 and statutory assessments take place at certain points, e.g. Early Years Baseline assessment on entry and Foundation Profile summary at the end of Reception, Phonics Screening test at the end of Year 1, SATs (Statutory Assessment Tests at the end of Key Stage 2, (Year 6).

Throughout the school, children are taught, sometimes as a whole class, sometimes in small groups and occasionally as individuals. In recognition of the fact that all children are different and learn in different ways, the children are grouped together for teaching certain skills and concepts. These groups are based on the teacher's continuous assessment.



### Cricket coaching with Cumbria Cricket



This focus on an individual's learning and progress ensures that in mixed-age teaching groups we can differentiate the work so that all children continue to make good progress based on their starting points. They are effectively supported by teachers and teaching assistants who have expertise in 'how' children learn. We are continually developing our curriculum and teaching to challenge and support all children throughout our primary school.

# The National Curriculum at Church Walk School

The curriculum is broad and well planned. In a wide range of subjects pupils make good progress as a result of appropriate challenges matched to their age and ability.

OFSTED January 2017

## English

English is a subject which is integral to every area of the curriculum: reading, writing, speaking and listening skills are an essential part of the children's work on a daily basis. English is both a subject in its own right and a medium for teaching; for children, understanding the language provides access to the whole curriculum.

## Reading

At **Church Walk C.E. Primary School**, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At **Church Walk C.E. Primary School**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.



## Comprehension

At **Church Walk C.E. Primary School**, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

### Foundations for phonics

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We ensure children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins as soon as the children are settled at the start of the Autumn term.  
We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.



Children made a miniature Easter Garden on the school field



Inter school football tournament at Ulverston 3G pitch

Kayaking as part of Year 4 and 5 residential trip to Castle Head.



## Writing and Spelling

Children are introduced to the writing process through shared writing in which they "help" the teacher to model writing and produce different text types. They are then given opportunities to reinforce the skills learnt during these whole class sessions. This is done principally through **Guided writing** in small groups led by the teacher, but children are also given opportunities to write in other curriculum areas, reinforcing and consolidating the skills and strategies they have learnt.

Spelling is an important element and the children work through a structured programme towards becoming confident and competent spellers. From Year Two onwards, we follow the No Nonsense Spelling Programme. Children will receive spellings to learn from Year Two and they have a weekly spelling test. Grammar and punctuation are also covered during discrete daily sessions and as part of other subjects. We follow the No Nonsense Grammar scheme from Year One.

## Speaking and listening

Learning to listen is a vital skill and the children are encouraged to listen carefully to the teacher and each other. Successful listening is important in developing every other literacy skill. Every pupil is encouraged to express themselves clearly and confidently in a variety of situations. They are encouraged to take an active part in the classroom and in assembly and whole school productions.

## Sharing books



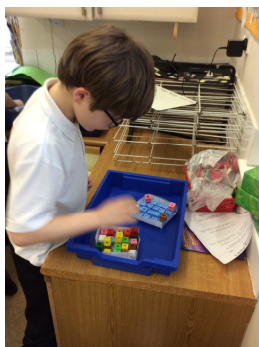


## Mathematics

It is our aim that the children at Church Walk School will develop a positive attitude to mathematics, enjoy mathematics and have confidence in their mathematical abilities. Mathematics will be taught as a continuous subject in its own right, during maths sessions with some aspects being taught through a cross curricular topic. We use the White Rose Maths Scheme and plan opportunities for children to develop their knowledge and skills to understand shapes, space, measures, and calculations.

In order to strengthen their mathematical skills, children need many opportunities to apply those skills to real life situations. We aim to practise a lot of maths skills through problem solving, games, ICT and collaborative activities.

The focus of our maths curriculum is in developing skills, knowledge and understanding to handle number systems, place value, shapes, measures and a good use of mathematical vocabulary. As they move into Key Stage 2 children will develop their ability to solve a range of problems and methods of calculations so that they use them with more accuracy.



**Science**



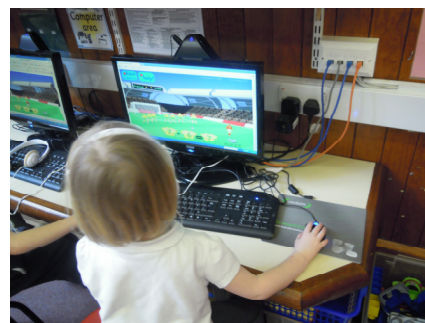
Science plays an important role in the curriculum at this school. We aim to develop the children's understanding and knowledge of basic scientific skills and concepts, whilst fostering positive attitudes and an aesthetic awareness of the world around them. Children will only become "scientists" if they are given the opportunity to act as scientists. Therefore, our approach to science is to provide as many first hand experiences as possible based on practical and investigational activities. During these sessions the children are given opportunities, whilst working in partnership with their teachers, to develop their senses, investigate, observe, question and develop logical thinking.



## Computing

Children will learn to use a variety of IT equipment, including computers and i-pads, to communicate and handle information. Each class group has computers with access to the internet. We also have equipment in school to support digital literacy.

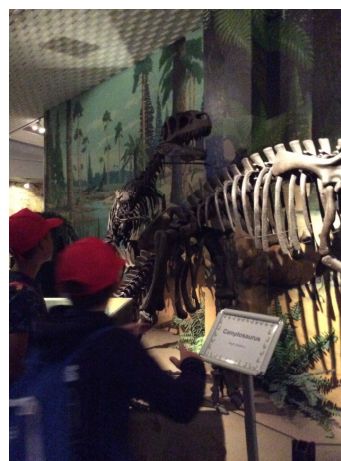
Internet access is filtered for schools and only approved educational material is available. We are continually updating our hardware to support both IT capability and other areas of the curriculum.



The aim of the computing curriculum is to develop computational thinking. Children are taught the principles of information and computation, how digital systems work, and how to programme. We use Purple Mash to teach computing throughout school. There is an important emphasis on keeping safe online and children in all year groups will regularly explore this.

## History and Geography

Children are introduced to history through an awareness of the passage of time, examining photographs, videos and artefacts and visiting museums. They will investigate changes in their own lives and those of the people in Britain and explore the lives of famous people and some relevant events in British history. They will be taught to record the passage of time in a relevant form. History is taught as part of a topic in Key Stage One and at least one topic in each year group will be history based. In Key Stage Two, History is taught to reflect chronology and children look at topics in more depth and learn how to use evidence in an objective way. In Geography, children are encouraged to examine the physical and human features of their local surroundings and to develop an awareness of our country and the wider world. Through first hand experiences, they will begin to acquire geographical skills such as following directions and drawing simple plans.





## Art, Craft and Design

Art is an important means of communication in the early years. Children enjoy creative activities such as drawing, painting and modelling. They will develop skills in colour, line, form, pattern, textures etc. and will use a variety of materials and tools. They will be introduced to, and will begin to develop a critical awareness of many different forms of art and will have the opportunity to study several artists.



## Physical Education and Sport

Children will be encouraged to develop a positive attitude to PE and realise that it is important to be physically active. There are three elements to the PE curriculum in Key Stage One

- Games
- Gymnastics
- Dance.
- Outdoor Adventurous Education is an additional element in Key Stage Two

In Games the children will develop basic skills necessary for simple games, such as spatial awareness and ball control. In Gymnastics, they will concentrate on body movements, both on the floor and on apparatus; and in Dance, they will focus on control and co-ordination, as well as responding to rhythms and music in appropriate ways. We have a large hall as well as a playground and are well resourced with PE equipment. We take the children to the swimming pool for lessons from Year 2 onwards and now have three trained swimming teachers on staff. We frequently have sports coaches in school including: rugby, cricket, multi-sports and basketball.



**Residential at Water Park Coniston**



**Sports Day**

## Music

The child's enjoyment of music is developed through activities which bring together aspects of performing, composing, listening and appraising. We follow the Charanga scheme and there are opportunities for children to make music with others in small groups, and as part of a class. As a whole school, children perform and listen to music daily as part of the school's Collective Worship. The performance aspect of music is developed and extended as children participate in concerts and in Church Worship throughout the school year. Above all, we aim to enrich the child's sense of pleasure, developed from performing, listening to, and creating music.

We have a school choir which performs at various concerts and in different venues in Ulverston and beyond. We also have a piano teacher, a guitar teacher and flute, clarinet and violin teachers, who visit school every week and teach those children from Year 3 onwards, who wish to learn.



Young Voices Concert

## Relationships, Sex and Health Education

Children come to school with varied experience and differing levels of knowledge and understanding of this subject. Most of the teaching in this area will take place under the heading of Personal, Social and Health Education, such as considering caring family relationships in Circle time and RE. We use resources from the PHSE Association. Children will gradually become aware, through the Key Stage One and Two Science Curriculum that one of the characteristics of all living things is the ability to reproduce themselves. It is the right of Parents/Carers to withdraw their children from Sex Education if they wish to do so. However, Relationships Education is compulsory for all children.

## Design Technology

Children are given opportunities through their topic work to design and make products; they work with a variety of materials, tools and techniques, to develop and practise their skills. They are also encouraged to evaluate their work to see if it serves its purpose.



## Foreign Languages

Learning a foreign language is about understanding other cultures and communicating with people. Teaching should enable children to express their ideas and thoughts in another language and to understand and respond to other speakers. Key Stage Two children have a session of French every week. They learn phrases and are able to hold simple conversations as well as developing a good vocabulary of French words used in every day situations. We use songs and games to make learning French as interactive as possible.



## Special Educational Needs and Disabilities (SEND)

At Church Walk CE Primary School, pupils with special educational needs are initially identified by the class teacher using the recommended assessment outlined in the Code of Practice. (DFE 2014). The term 'Special Educational Needs' can cover a variety of needs including physical problems, learning difficulties and emotional and behavioural issues. In line with Cumbria's Inclusion policy, all children are educated together in the classroom. Occasionally they may work in a quieter area where they will not be distracted.

If a child is identified as having special educational needs, the class teacher liaises closely with the Special Educational Needs Co-ordinator (SENCO) who assists with putting together an Individual Plan (I.P.P.) for **SEN Support** for these children; they are then continually assessed and their progress reviewed. If they do not make the expected progress, external support such as a Specialist Teacher or Educational Psychologist may be referred to, depending on the issue. If they do not make the expected progress, they may be assessed with a view to obtaining an **Education Health Care Plan** which may allow for additional support. The amount of support depends on the child's need or/and disability.

We have teaching assistants who work with children in small groups who are at SEND Support. This helps the staff to work towards our aim of helping every child to reach his or her full potential. Children who are having reading difficulties in Year 1 can access Early Literacy Support (ELS). Junior children also have additional literacy programmes if required. We also run social use of language groups and offer support to children.

In addition to this, two members of staff are trained SERIS workers (Social and Emotional Resilience in Schools) and can offer support to children in various ways. We also have staff who have received training in Children's Mental and Emotional Wellbeing (Mental Health Champions) and a member of staff who is trained in Emotional Literacy Support. They can offer support to individuals when necessary.

Some children are identified as **Gifted or Talented** and they too will have a personalised programme to enable them to reach their full potential.

The Ofsted Inspectors judged our Special Educational Needs provision to be good. They said that

"Pupils who have special educational needs and/or disabilities are supported well."

A copy of the school's Special Educational Needs Report and the Local Authority Local Offer can be found in the school office and on the school website.



## Religious Education



Visit to Liverpool Anglican Cathedral



Our Worship Table

In RE we aim to raise the children's awareness of the nature of religious beliefs and practices and how these influence the lives of believers. They will be encouraged to develop an open, inquiring and reflective approach to Christianity and other world faiths as well as the mystery surrounding the existence of life.

We encourage attitudes and values that promote respect and tolerance for others and the world around them. RE is taught both implicitly as part of the school ethos and more explicitly as part of our Scheme of Work. As a Voluntary Aided School, our themes are based on the Carlisle Diocesan Units of Work and Understanding Christianity. In Key Stage One, children study Christianity and Judaism. In Key Stage Two, Buddhism is also taught. Other faiths are explored throughout the year.

Parents have the right to withdraw their children from Collective Worship and Religious Education, but it is assumed that if you have elected to send your child to a Church of England School, you would be unlikely to do so.

Policies on Collective Worship and Religious Education can be seen in school and on the website. A copy of the Trust Deed can be seen in the school office.

*"Christian values are core to the work of the school. These values are explicit and they are embraced by the wider school community, with pupils taking particular ownership of their individual class value." SIAMS Inspection Report November 2016*

Open the Book



Exploring the Labyrinth



# Healthy School



## School Lunch Time

The school provides facilities for children to eat a hot meal or a packed lunch in the school hall and this is followed by a playtime supervised by four Midday Supervisors. Occasionally pupils who live near enough to school, go home for the lunch hour and this remains an option.



With the introduction of Universal Infant Free School Meals, we offer hot meals too. These are brought in from another school kitchen, are of good quality and the children really enjoy them. We have a staggered lunchtime; the Infants eat first and the Juniors have their lunch after playing outside.

## Drinks

School Milk is available to all children who want it, through the Cool Milk scheme. Parents will be notified of the current cost. Children under the age of 5 are eligible for free school milk. Children who are eligible for Pupil Premium are also entitled to free school milk.

Children are all given a water bottle in school. Juice is only allowed at lunchtimes and fizzy drinks should **not** be brought to school.

## School Fruit

Each child has the option of a free piece of fruit every day. This is part of the Government's '5-a-day' campaign to encourage healthy eating habits. As a school which has achieved 'Healthy Schools Status', we fully support this scheme and value Fruit time as an important part of the day.



We achieved the Gold School Games Award from Active Cumbria in 2023.

We have also won two seasons of Street Tag in the Furness Small Schools League.

In 2022, we achieved the UNICEF Rights Respecting Schools Gold Award for the second time. This is the highest award and there are currently, only a few other school in Cumbria who have it. Children have a good understanding of their own rights and those of children around the world.



Year 3 and 4 children gained the Archbishop of York Young Leaders Award. They helped to bring about changes in the local area, by working with the Incredible Edible Project. They held a cake sale to raise money to buy planters for the area outside school and maintained them. The school won a Highly Commended Award in the 2019 Ulverston In Bloom .



## **Walking to School**

We try to encourage children and families to walk to school as part of a healthy approach across school. We regularly take part in schemes that promote this which children enjoy participating in.

While we want to encourage people to walk, we recognise that some parents will have to use the car for at least part of their journey to school. We have developed a drivers Parking Promise that we encourage all drivers to observe.

We have bike and scooter racks for children to use during the school day. We also arrange safety sessions with the road safety officer.

Juniors take part in the Bikeability programme to learn how to stay safe when out and about on their bikes.



# Church Walk CE Primary School

## Encouraging Walking to School

We would like to encourage all children to walk to school for healthy reasons. While we want to encourage people to walk, we recognise that some parents will have to use the car for at least part of their journey to school. We have developed this code of practice that we encourage all drivers to observe.

Our aims are to:

- ◇ Reduce congestion around school.
- ◇ Make the route to school safer for children.
- ◇ Be mindful of local residents.

We request that *if* you come by car that you park in the Church Car Park or in Ford Park, the children can walk to school at least some of the way.

With these in mind, we would ask you to remember the following:

1. Please try to avoid parking outside school, on **Church Walk** and surrounding streets.
2. Keep pavements safe for children - keep your car, whether moving or parked, **off the pavement**. Avoid using driveways to turn.
3. The yellow School Keep Clear lines before and after school are designed to allow a clear view up and down the road for children to cross safely. ***If you stop, even to drop off, on these lines, you are making it dangerous for children to cross by obscuring their vision.***
4. Please do not use the school entrance as a turning or reversing place.
5. Keep the view around junctions clear so that children can cross safely.
6. Parking on a bend can cause difficulties, making visibility poor.
7. Try parking further away from school. This has several advantages – you will find it easier to find a space and you will probably find it easier to find a place to turn your car round for your return journey. It will also be an opportunity for you and your children to practise walking and for them to learn pedestrian road safety skills.
8. Avoid using the junctions as turning circles – children crossing cannot tell the difference between a car that is turning to go up the road and one that is going to swing round for a turning circle.

**Parking enforcement could take place at any time – so please don't park illegally.**

*Thank you for helping to make the school journey safe, healthy and better for the environment.*



## Partnerships

We have close links with the Parish Church and other local groups such as the local police and St Mary's Hospice. The children use the town for some of their local studies and we welcome many local people into school to talk to the children. We hope to maintain and build on these links as we feel they are beneficial to both parties.



The school band playing for the residents of Abbeyfield Sheltered Housing.

Filling planters in the lane, outside school, as part of Ulverston in Bloom



We have links with The University of Cumbria in Ambleside and Lancaster, Kendal College, Furness College and Ulverston Victoria High School through providing placements for their students. Supporting Higher Education Institutions in teacher and student training is an important part of educating the workforce and is also beneficial to school life.

We also enjoy links with the Church Walk Pre-school Nursery, who have their premises on our school field; they send many of their children to us.

We work closely with Ford Park and we enjoy the use of their grounds. They have also helped us with a successful gardening project to learn about sustainability and global awareness.

## Getting Involved

We believe that the full education of your child is achieved by parents and school working in partnership. We therefore welcome parents into school each term, to participate in reading mornings, topic sessions or to help out by accompanying children on visits in the local area.

All parents are automatically members of the **'Friends of Church Walk Association'**. The committee is made up of representatives from parents and school staff and is elected at the Annual Meeting held in the Autumn term. The committee organises a programme of events that will be both social and of a fund-raising nature. We are always looking for new committee members or people who can help on an occasional basis; if this kind of thing interests you, please let us know.

The Friends raised money for our new library. Greg Foot , the scientist and CBBC presenter came to open it!



## Parent-Teacher Consultations

There will be formal opportunities on two occasions during the year for parents to discuss their child's progress. They receive a short report in the Autumn and Summer and a more comprehensive report in the Spring Term. If parents wish to see their child's teacher at any other time, they should make an appointment with the class teacher.



## **Questions Parents Ask**

### **When will my child get a reading book?**

Children continue to build on their reading skills as soon as they enter school. All children will have a 'reading book' to bring home early in their Reception Year. This will match each child's level of reading as assessed by his/her teacher. All children are different and learn to read at different speeds and in different ways; practising a reading book is only one way of improving this skill.

As children progress into Year 1 they are encouraged to change their home reading book independently from a colour coded selection, children are able to do this every day if they want, but they can also read the same book for a number of nights if it is a favourite.

### **Do the children have homework?**

In common with our Homework policy, children will be given homework that should take no more than one hour a week. In Reception this will mainly take the form of a reading book. In Year 1 and 2, children are given spellings to learn at home on a weekly basis as well. The parents of children with Special Educational Needs will be kept informed of their progress in line with our Special Educational Needs Report. There may be occasions when a child will be asked to practise something at home to reinforce a concept.

As children move into Key Stage 2 the amount of homework will increase in an appropriate way. It will consist of Literacy or Maths based activities related to what children have been learning in school.

### **What if my child is ill? Will they miss anything if I keep him / her off school?**

If children are unwell, it is better for them to stay at home until they are fully recovered. Their learning is never as successful if they are not in the best of health. They will quickly catch up on their return. Children suffering with sickness and/or diarrhoea should be kept away from school for at least 48 hours after the last incident of sickness/diarrhoea to reduce the risk of infection to others.

Occasionally, teachers are asked to administer medicines. We feel that in the majority of cases, if children are on short courses of medication, they are not well enough to be at school. Added to this it is difficult for teachers to remember to give medicine amongst all their other responsibilities and a missed dose could be important. If this situation presents a problem for you, or if your child has a particular condition, e.g. asthma, please consult the class teacher. If your child is absent from school for any length of time, you should ring and let us know as soon as possible. Absences without notification will be treated as unauthorised absences. (See section on Attendance).

## Should we teach our children to write their names?

If children have good fine motor skills and therefore good pencil control, then by all means, teach them to write their name. However, be careful to show them the correct orientation, e.g. that letters usually start at the top. If children merely copy from a script in front of them they develop bad habits and these are very difficult to break, especially when they start to join up their writing. If you are in any doubt, please ask for a handwriting sheet in school. Please support your child in attempting to write, whatever their writing looks like. Children who will attempt writing *without copying* will learn how to write much more quickly.

## Health and Safety

Children's health and safety is of great importance to us, but we believe that we should teach them to recognise dangers and how they should deal with risks to their own safety. Children need to be independent but also to recognise boundaries; they are taught that they should not go out of the gates, or open any external doors in school.



Ascension Day walk up Hoad hill



The winning team on Sports Day

Church Walk C.E. Primary is a registered Kidsafe School and we run programmes with different year groups, to enable children to keep themselves safe

More information can be found at [www.kidsafeuk.co.uk](http://www.kidsafeuk.co.uk)



## **General Information**

### **The School Day**

Mornings: 8.40 a.m. to 11.50am (Infants) and 12.15 p.m. (Juniors)

Afternoons: 12.45pm (Infants) 1.10p.m (Juniors). to 3.15p.m.

The school doors open from 8.40 a.m. and we try to encourage children to come in and organise themselves in time to start school at 8:55 a.m. As this is usually a very busy time of day, we ask that if parents would like to discuss anything, an appointment should be made to speak to the teacher after school.

Every class has its own entrance/exit to school. Children should be collected from the playground at 3.15 p.m.

As Key Stage Two children become more independent, parents may wish to wait outside the school gates or gradually allow children to walk part of the way on their own.

### **Collective Worship**

In accordance with legal requirements, each child will take part in a daily act of Collective Worship. The content of our Acts of Worship is in accordance with the Trust Deeds of this Church of England School. We aim to give children a meaningful experience of worship that is appropriate to their level of understanding using relevant language and symbols. We hope to bring about a sense of awe and wonder and allow time for reflection, thus developing their spiritual awareness. On Fridays, we hold an Award Assembly, when we celebrate some of the children's achievements during the week.

### **School Library**



We are very proud of our new library in the school hall, we feel that it is 'user friendly' for young children and covers a wide variety of subjects. We are continually looking to update our resources. We have recently bought a large variety of books to enrich the curriculum.



## Church Walk Church of England Primary School

### School Uniform Policy

At Church Walk CE Primary School we have a policy for compulsory School Uniform .

This policy is an attempt to consider the legal guidelines and also to communicate the limits of the policy.

Compulsory school uniform in this instance means *that there is a stated uniform that parents should adhere to*. Because it is formal it can be enforced. Children wear a uniform for the majority of the time at school, but there is some flexibility in style and choice.

The uniform consists of;

grey trousers or shorts, grey dresses or skirts

White shirt or polo shirt (school logo is optional)

Red cardigan, jumper or sweatshirt **with school logo**.

Red gingham dresses are optional in the summer

Red, grey or black tights,

Black shoes

For P.E.

A red t- shirt **with school logo**

black shorts (school logo is optional)

black P.E. pumps with elastic or Velcro fastenings.

Trainers are only allowed for outdoor P.E. and should not be worn otherwise.

We have a selection of pre loved uniform in school, which is available for families in return for a small donation.

Parents should ensure that children do not have extreme hairstyles – razor cut designs into very short hair, or dyed hair.

Long hair should be tied back with a plain bobble or hair band.

Tattoos are not appropriate and jewellery should be limited to a watch or stud earrings ( which will need to be removed for P.E, in line with Cumbria Local Authority guidelines.)

Make up and nail varnish are not considered appropriate for children to wear to school.



## School Attendance

All registered pupils of compulsory school age are required by law to be in school and pupils need to attend regularly if they are to take full advantage of the educational opportunities offered to them in law. Parents are responsible for ensuring that children attend school. Parents should also ensure that their children arrive at school on time, properly attired and in a condition to learn. It is the Parents' responsibility to inform the school of the reason for a child's absence as soon as possible. This can be done by telephoning the school before 8.55 a.m. (or as soon after 8.55 a.m. as possible) or by sending a message with someone else. Where a child is ill, the school should be informed of the nature of the illness and, if known, the date the child is expected to return to school.

For any other reason, than illness, a Leave of Absence form must be completed. School needs to know where children are for safeguarding purposes. If they are not in school then we will contact parents.

Schools are **not allowed** to authorise term-time holidays, these will be recorded as unauthorised unless there are exceptional circumstances. If a child is going to be absent for any reason apart from illness, a Leave of Absence form must be filled in. These are available from the school office.

When a pupil is absent without prior authorisation, an explanation is required. If there is no satisfactory explanation, the absence **will** be treated as unauthorised. Pupils arriving in the classroom after registration, at 8.55 a.m., will be recorded as late. If there is no explanation for the lateness, an unauthorised absence will be recorded.

Parents may be issued with a fixed penalty notice and / or prosecution for unauthorised absences and taking holidays which are unauthorised during term time.

Lateness can seriously disrupt not only the learning of the pupil concerned but that of others. The school's Attendance Policy is on the website and all families will receive information regarding attendance on a regular basis.

## Attendance in 2022–2023

Total number of children on the roll 2022-2023	<b>99</b>
Percentage of Authorised absences	<b>5.47%</b>
Percentage of Unauthorised absences	<b>0.86%</b>
Attendance rate	<b>93.68%</b>

## **Pastoral Care**

The class teacher is responsible for any special care needed. If you have a concern, please contact the class teacher or the Head teacher in confidence. We consider ourselves to be part of a caring community and our main concern is the happiness and well-being of all the children in our care.

## **Jewellery**

We have a policy in school that states that jewellery, particularly earrings must not be worn for P.E. Please ensure that if you have your child's ears pierced you allow enough time (6 weeks) for the ears to heal before the start of school. Children also need to be able to take out and replace their own earrings independently.

## **Extra Curricular Activities**

Many visits are arranged for the children during a child's time at school to support the curriculum. Occasionally, we welcome visitors into school to share experiences with the children or in the form of theatre. These usually take place within school time.

## **After School clubs**

We aim to provide a varied menu of activities for all year groups over time, covering sports, musical, creative, language, science and technical activities. These take place both at lunchtime and after school.

Sometimes these are arranged by outside providers who have specific expertise in these areas and therefore a small charge is made. Many clubs are carried out by school staff throughout the year and we have parents and members of the community who also run clubs.

Some activities we have organised include;

- Gym club
- Bible club
- Multi-skills club
- Cricket
- Netball
- Chess club
- Choir
- Knitting
- Gardening
- Cook and Eat club
- Art club
- Lego Club
- Football
- Dance



Dance Platform



Gymnastics Team

## Charging Policy

Church Walk CE Primary School is committed to providing a wide range of activities to enrich the children's experience of the curriculum. All activities that relate to the National Curriculum or Religious Education will be provided free of charge. This includes any materials and equipment needed.

We invite parents to make voluntary contributions to activities during the school day that entail additional costs over and above the normal day-to-day expenditure. However, no child will be excluded from these activities because his or her parents cannot contribute or are unwilling to contribute.

The school may charge for optional, extra activities provided outside the school day that are not part of the National Curriculum or Religious Education, such as football where the supervision and/or coaching is provided by qualified personnel who are not part of the school staff.

When charges are made for any activity there will be no levy on those who can pay to support those who can't. .

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents.

## Personal clothing and Property

Church Walk has a compulsory school uniform,

As a general rule, the LA will not accept responsibility for damage to or loss of personal property, including clothing; it is stressed that the responsibility for safeguarding personal property rests with the owner.

**All clothing should be named.**



## Complaints Procedure

We very much hope that you and your child will be very happy at our school, and that any concerns that may arise are dealt with swiftly by our staff. If you have any concerns about your child's education, it is important that you tell us. As a first step you should talk to your child's class teacher. If you are still concerned, after talking with the teacher, you should arrange to see the Head teacher. Obviously we will do all we can to resolve your concerns and to ensure you are happy with your child's education.

School has a complaints policy, our procedure has two stages, an informal and a formal stage, a copy of this policy is available in the school office and on the school website.

Matters relating to curriculum or worship may also involve the governing body. The procedure is available on the school website or in the school office.

## Personal Accident Insurance

Parents sometimes wrongly assume that if a child is injured at school the county council is held responsible regardless of circumstances. The Authority's responsibility is in fact limited to cases where there is negligence by them or their staff.

Accidents can happen in school, in the playground and 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 they may be interested to know that the National Confederation of Parent Teacher Associations has arranged a suitable policy. Details of the CPTA address could be obtained from a member of the 'Friends' Committee.





## Child Protection

In line with safeguarding children legislation our Child Protection Policy applies to all staff, governors and volunteers working in the school. There are four main elements to our policy.

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Establishing a safe environment in which children can learn and develop.

Church Walk C.E. Primary School recognises the importance of pupils welfare. Ofsted reported , “All staff are vigilant and well trained and leaders ensure that staff keep their knowledge up to date, including how to prevent pupils from the risks of radicalisation and extremism. “  
(January 2017)

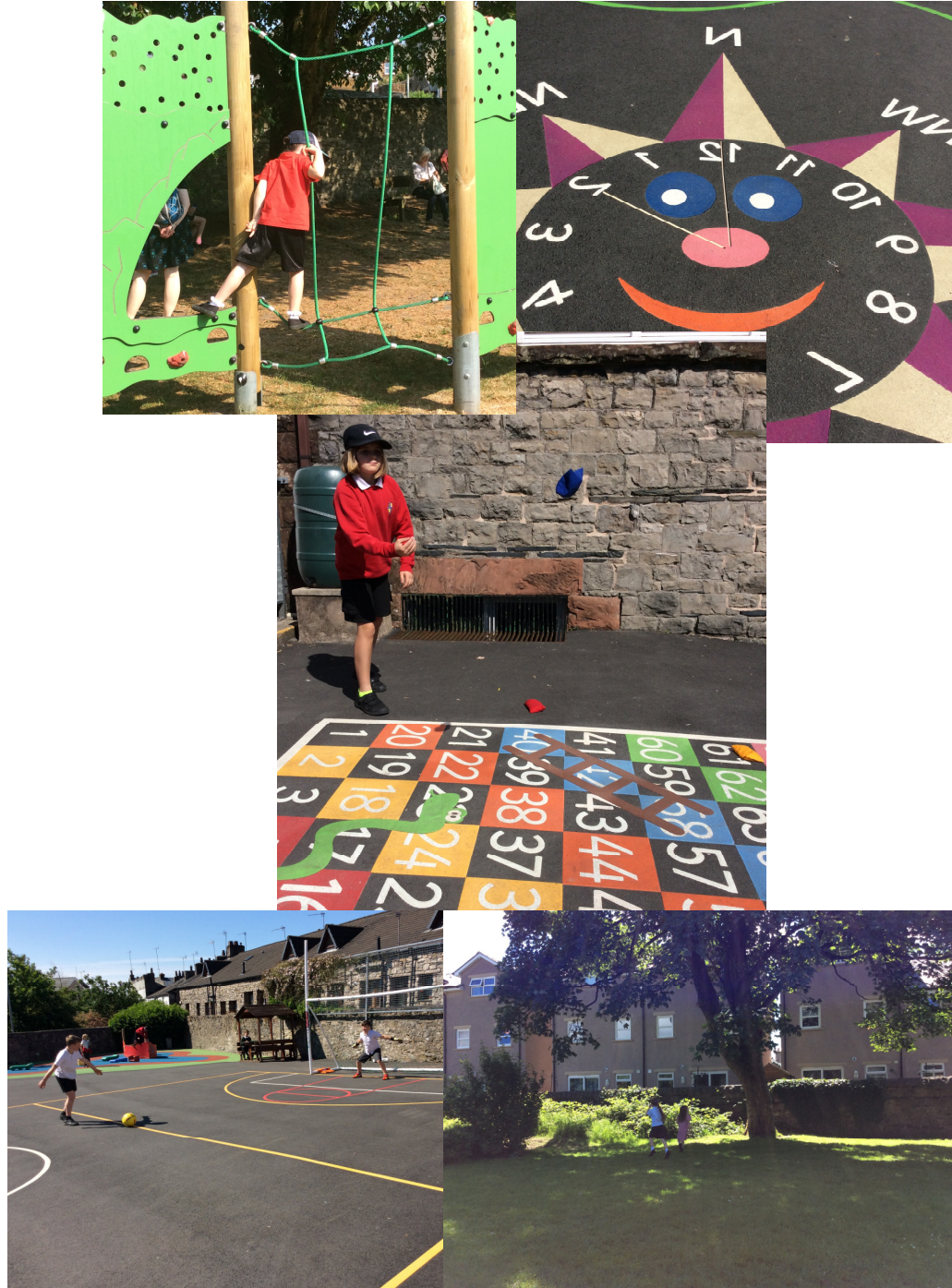
We are committed to ensuring all children are safeguarded.

As a consequence Church Walk C.E. Primary School will;

- Establish and maintain an ethos where children feel secure and are listened to within an open and positive school atmosphere
- Ensure that children have an identified adult in school who they can approach if they are worried or in difficulty
- Plan opportunities and activities into the curriculum for personal, social, health and citizenship development which equip children with the skills they need to stay safe
- Will make any referrals necessary to ensure the well being of a pupil is safeguarded
- Ensure that the school is a safe environment
- Ensure that children’s identities and images are protected with regard to published information on the school, particularly on web sites and in the media.

In addition the school will fully comply with national and local statutory duties and guidance.

## Using the school grounds



## Disclaimer

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct at the date of printing (September 2023). 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 decisions relating to the School as it sees fit without regard to whether this will affect the accuracy of any matters contained within this publication. Furthermore, neither the Governors nor the School nor the Education Authority nor any member of the Authority or the School is deemed responsible for any erroneous information in this document.



## **Privacy Notice - Data Protection Act 2018**

### **The categories of pupil information that we collect, hold and share include:**

Personal Information (such as name, unique pupil number and address)  
Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)  
Attendance information (such as sessions attended, number of absences and absence reasons).  
Relevant medical information.  
Special Educational Needs and behavioural information  
Assessment information

### **Why we collect and use this information**

We hold this personal data and use it to:

- ◇ Support pupil learning;
- ◇ Monitor and report on pupil progress;
- ◇ Provide appropriate pastoral care, and
- ◇ Assess how well our school is doing.
- ◇ Comply with the law regarding data sharing.

### **The lawful basis on which we use this information**

We **Church Walk CE Primary School** are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you, under Article 6 (1) and under Article 9 (2) (c) from your previous school and the Learning Records Service.

### **Collecting Pupil Information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing Pupil Data**

We hold pupil data for 7 years.

### **Who we share pupil information with**

We routinely share pupil information with  
Schools that the pupils attend after leaving us.  
the Local Authority  
the Department for Education (DfE)

### **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.



## **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department of education (DfE) under section 3 of the Education (Information About Individual Pupils (England ) regulations 2013.

## **Data Collection Requirements**

To find out more about the data collection requirements placed upon us by the department of education (for example, via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

## **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department of Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources, including schools, local authorities and awarding bodies.

We are required by law to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information about Individual Pupil) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-use-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote education or well being of children in England by:

- Conducting research or analysis;
- Producing statistics;
- Providing information, advice or guidance.

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

Who is requesting the data

The purpose for which it is required;

The level and sensitivity of data requested;

The arrangements in place to store and handle the data.

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit; <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>.

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>  
To contact DfE: <https://www.gov.uk/contact-dfe>

### **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact **Mrs E Tyson**

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing damage or distress;

- Prevent processing for the purpose of direct marketing;

- Object to decisions being taken by automated means;

- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed and

- Can claim compensation for damages caused by a breach of the Data Protection regulations.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns>.

### **Contact**

If you would like to discuss anything in this privacy notice, please contact:

**Church Walk C.E. Primary School**

**School Administrator Mrs E Tyson**

Telephone 01229 587258 or [admin@churchwalk.cumbria.sch.uk](mailto:admin@churchwalk.cumbria.sch.uk)

