

BUSHEY HEATH PRIMARY SCHOOL – PROSPECTUS

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Headteacher: Ms P Barefoot
Deputy Headteacher: Miss L Durcan

I hope this prospectus will provide you with the information about the school you need. It is intended to help you understand how we work and what we are trying to do for the children. In March 2009 the school was judged to be 'Outstanding' by Ofsted.

Bushey Heath Primary School is non-denominational. It is centrally positioned in Bushey Heath to serve families in the surrounding neighbourhood. The school opened in April 1879 as an infant school. After considerable extension work and modernisation children of junior age were admitted in September 1967. The school has a large hall, a dining hall, a computer suite, two libraries, a music room, its own playing field and pleasant grounds including a pond and picnic tables.

We believe that our school is a place where children, parents and staff respect each other and enjoy working together. All the staff work very closely together to provide a friendly caring and secure environment for your children to learn. For us to achieve high standards both in behaviour and academic attainment we need your support. The education of our pupils is dependent upon the partnership between parents and the school.

Should you require any further information then please do not hesitate to contact the school. Once your child has started the school we will provide you with a parent's guide, which gives more details about the arrangements and procedures of the school.

Penny Barefoot
Headteacher



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Vision

A vibrant school inspiring children to realise their potential.

Mission

A happy and stimulating environment with high expectations.

Motto

Respect, encourage and achieve.

Organisation of the School

The school caters for pupils of all abilities from Nursery to Year 6. There are approximately 267 pupils on roll in eight classes grouped by age.

Year 1, 2 and 3 are placed around the infant library, whilst Year 5 and 6 are next to the Junior library and Year 4 by the lower junior reading area. Year R and Nursery (the Foundation Stage) are next to each other. The Nursery is open mornings only from 8.45 to 11.45am. The class teacher is responsible for the general welfare of the children in the class and for teaching a broad curriculum.

Curriculum

The school provides an excellent well-balanced education in a caring and happy atmosphere in which a feeling of security and self-confidence is developed. The children are encouraged to play together, to share and to think of others. Our school is a place where children and staff respect each other and enjoy working together. Every effort is made to promote a desire to learn and through this, acquire basic skills to form a secure foundation on which further knowledge may be built.

A range of work is offered in each class to provide for the abilities of all pupils, and to include the requirements and aims of the National Curriculum. The work is organised on a subject or cross-curricular basis whichever is the most suitable.

At the beginning of each term parents are provided with an information sheet explaining what the children will be learning in class during that term. They are also invited to a 'Meet the Teacher' session in September.

The following are brief policy statements of all curriculum subjects.

In **English** the pupils have frequent opportunities to write for a variety of purposes and audiences using appropriate grammatical structures. They are encouraged to develop Speaking and Listening skills. Throughout the school a structured reading scheme is used in conjunction with a wide range of library books to provide the basis on which the children's reading ability is developed. The content of the English programme is laid down in the National Curriculum.

Mathematics provides a way of viewing and making sense of the world. It is taught through practical, investigative, oral, written and problem solving activities. Children are encouraged to estimate, predict, to reflect on what an activity entails, to learn mathematical skills and apply these skills to tasks. Content is laid down in the National Curriculum.

In **Science** through experiment, observation and discussions the children gain an understanding of their physical environment. The children acquire skills and knowledge which will enable them to feel confident in an increasingly technological world.

Through **technology** they learn about the nature of information and the technology available to exploit its potential. We try to develop confidence and understanding of the various technologies. Our networked computer suite enables us to teach the subject to larger groups than is possible with single stand-alone computers in classrooms and I Pads for individual or paired work.

In **Geography** pupils are given opportunities to investigate the physical, human and environmental features of their surroundings, in the school grounds initially and then across a widening range. They are encouraged to develop geographical skills and apply these to the study of places and themes.

Through **History**, we hope to develop the pupil's knowledge and understanding of the past. By gathering information from a variety of sources, analysing and interpreting it, the children will become aware of the changes that have occurred and the reasons for them.

The aim of the **Music** curriculum is to foster each pupil's sensitivity to music and their understanding and enjoyment of music through an active involvement in listening and performing.

In **PE** we encourage the children to take part in and enjoy a wide range of physical activities which will enable them to develop balanced physiques as well as an awareness of the importance of keeping themselves fit. The two hours a week PE programme is designed to promote sportsmanship, co-operation, discipline and skills to enable children to take part in sporting activities.

In **Personal and Social Education**, children explore health, social and moral issues concerning them as they grow up. Upper junior children look at the changes which occur in their bodies during puberty. This helps them to understand the changes taking place and to realise that everyone goes through the same stages.

The school adopts a multi-faith approach to **RE** and the children are made aware of the major religions. In this school it is felt that when considering various faiths, common beliefs, rather than differences should be highlighted. The school will respond to any requests from parents for their children to be excused from participation in RE lessons and school worship.

Assemblies are mainly Christian based but we do use stories and the teachings from other religions as well as achievements and current news items of interest.

Through **Art, Design and Technology** we hope to foster awareness and a sensitivity to the world around us. The wide variety of art and craft activities give the opportunity to create an outlet for individual expression and for the pupils to acquire a satisfactory level of competence when using a variety of basic art materials. The children are required to apply knowledge and skills drawn from other areas of the curriculum to solve practical problems.

Children in Years 3, 4, 5 and 6 are taught.

Home Learning

The nature of the home learning work set depends upon the age of the child. In infant and lower junior classes pupils take their reading books home (children are expected to read daily) and parents are encouraged to listen to their child reading regularly. All pupils are expected to do a certain amount of 'learning homework'. This is usually in the form of spelling lists or multiplication tables. The children will also be given an English or mathematics task each week. Pupils in the school may be asked to research further a topic being investigated in class. Children may also be asked to finish work not completed at school. If homework is not completed at home children will be asked to complete the work during playtimes.

For further guidance see the Home Learning support document on the school website.

Copies of all the school policy documents are available in the school office and are currently being incorporated into the school website. www.busheyheathjm.herts.sch.uk

Safeguarding Children

At Bushey Heath Primary School the well-being, welfare, health and safety of all children is of paramount importance. We believe that our school is a place where children, parents and staff respect each other and enjoy working together.

School Educational Visits

Day visits are organised to fit in with the curriculum. At present both Year 5 and 6 attend a residential school visit. Parents are made aware of the arrangements for the trip and the cost involved. If there are not enough pupils interested in going on the visit it may be cancelled.

Special Educational Needs

All the staff are involved in identifying and providing for children with special needs. Once a need has been identified we liaise with parents and provide a programme of support within the school. On occasions we also use the facilities provided by the Local Education Authority. More details are available in the Parent's Guide. The Governing Body regularly reviews the school's special needs policy (reviewed 2012) and is available on request from the school office.

We firmly believe in early identification and particularly focus on supporting children with special needs. This need may be related to learning or behaviour. We do regular assessment and spend a significant amount of our budget on providing classroom Learning Support Assistants and part time teachers, who meet each week with the Deputy Head in order to discuss progress and issues.

When a concern is initially raised about a child prior to them being placed on a register, the child's teacher will:

- gather information and make an initial assessment of the child's special educational needs
- provide special help within the National Curriculum, exploring ways in which increased differentiation of classroom work might better meet the needs of the child
- monitor and review the child's progress

School Action is where following a review of the child's progress and where initial strategies have been tried, it is felt the child would benefit from more intensive action or support.

We recognise that a child we have identified as a School Action **may not be identified in another school nor placed on a register**. However we firmly believe that if a child is not making appropriate progress **in their particular class**, the problem (which sometimes may only be temporary) needs addressing as quickly as possible.

School Action at Bushey Heath is therefore triggered by an expression of concern by either the class teacher, parent or by another professional e.g. health worker.

The SENCO will then:

- ensure that the child is included in the SEN list
- help the child's teacher gather information and assess the child's needs
- advise and support as necessary

School Action Plus

The trigger for School Action Plus is that upon review of at least 2 IEPs more intensive action with external advice is required. The SENCO would then contact the appropriate agencies which could include:

- Speech Therapist/Language Adviser
- Health Visitor
- School Nurse/Doctor
- Specific Learning Difficulty Base
- Behaviour Base
- Moderate Learning Difficulty Base
- Child and Family Clinic
- Educational Psychologist
- Social Services

Having followed the advice from external agencies, if a child is still not making progress, application for statementing may be recommended.

The LEA then consider the need for Statutory Assessment and, if appropriate, make a multidisciplinary assessment which then may lead to a statement, which will be monitored and reviewed.

During the past year we have had support and advice from the Colnbrook Outreach Service, The Parkside Specific Learning Difficulties (SpLD) Base, the Chessbrock Outreach Service, Behaviour Support Advisory Unit, the Educational Psychologist, speech and Language Therapists and the school nurse. Much relevant training has taken place for all teachers and support staff.

Our SEN policy ensures that pupils with disabilities, learning difficulties and those who are gifted and talented are given support to maximise their learning potential. Children are encouraged to help and respect each other, and all staff collaborate with one another to ensure the relevant support is given.

Child Protection

The school works with parents to support children in every way possible. However, the Children Act 1989 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of the children.

As a result, if concerns are raised within the school or if a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would be referred to Social Services.

This follows Government and Hertfordshire policy.

Equality and Diversity Policy

The school is committed to the principles of equality for all. We aim to identify all sources of disadvantage and address these issues proactively.

We welcome children with learning and physical disabilities and adjust to each individual accordingly. Arrangements for the admission of disabled pupils are the same as those for all pupils. The only exception is when a child has a statement of special educational needs; in this case, there will be discussions between the Local Authority, parents / carers and the school before any decision is made in relation to admission.

The school is committed to improving facilities and providing better access for the disabled; this is considered in relation to all building projects at the school. There is appropriate physical access for wheelchair users and one disabled toilet.

Behaviour

The school operates a positive behaviour policy where we try to emphasise and reward good behaviour. Acceptable behaviour is discussed with the children and our expectations made clear.

Bullying of any form will not be tolerated. Pupils and parents should draw their concerns to the attention of staff in the confidence that these will be carefully investigated and if substantiated, taken seriously and acted upon.

Code of Conduct

- Show respect and kindness to everyone at school
- Try to do your best in class
- Look after each other's property
- Look after our school
- Call others by their proper names
- Keep hands and feet to yourself
- Walk quietly and sensibly around the school

Rewards

We operate a rewards system to promote positive behaviour. Ultimately, we hope children will behave appropriately because they understand its value to school life and society.

All children's achievement will be recognised. Rewards range from:

- Quiet praise
- Stickers or house points
- Praise in front of the class
- Visits to another teacher
- Visits to the headteacher
- Good work awards
- Merits
- Pencils
- Special Awards

Bullying in any form will not be tolerated. Pupils and parents should draw their concerns to the attention of staff in the confidence that these will be carefully investigated and if substantiated, taken seriously and acted upon.

Management of Inappropriate Behaviour

In most cases a quiet word is enough to stop a child behaving inappropriately. If this does not bring about the desired behaviour the following actions may be taken:

The school has a consistent behaviour policy using a 'traffic light' behaviour chart:

- Verbal warning given
- Second verbal warning and name moves down to orange
- Third warning and name moves down to red
- Fourth warning the child misses break
- Fifth warning child will miss lunch time and period in the 'reflection room'
- Next step is a visit to the Headteachers office and parent is called in

Rules

At all times children are expected to be polite and well mannered to adults and to each other.

After arrival no child should leave the school premises before the end of school unless accompanied by an authorised person.

Children who find that the adult they expected to meet them is not at the gate should come into school and wait in the front hall

For reasons of safety children at all times must walk when in the building or on footpaths outside.

Pupils should report immediately to the adult in charge any form of bullying, use of bad language, racial or physical harassment.

Children are expected to wear the school uniform.

For their own safety children should not wear jewellery unless it has a vital religious significance.

Children with long hair should have it tied back at all times.

Complaints or Concerns

Parents are encouraged to come into school to discuss any aspect of their child's education. The initial contact should be with the class teacher, followed by a discussion with the Headteacher if necessary. It is very helpful if you can give an indication of the reason for the meeting beforehand. This enables the teacher or head to prepare for the meeting and to have the necessary information to hand. If your complaint is not resolved you have the right to approach the Governors.

There are detailed guidelines for making formal complaints if contact with the school has failed. These guidelines are available from the school.

Admission

Parents who would like to visit the school are welcome to do so. To ensure that there is someone available to show you around and answer your questions it is important that you make an appointment. Our admissions procedure follows County Guidance and places in Nursery are allocated by the school whilst Reception places are allocated by County. A place in the nursery does not guarantee a place in the reception class.

Times of School Day

Juniors

8.55 - 12.20

13.20 - 15.20

Infants

8.55 – 12.05

13.05 – 15.15

Nursery

8.45 - 11.45

All children should arrive at school between **8.45 and 8.55am**. The importance of children arriving on time cannot be emphasised enough. When pupils are late the class is disrupted and the children themselves upset.

Holidays During School Time

Children of school-age who are registered at a school must, by law, attend school regularly. Regular attendance is important, not just because the law requires it but because it is the best way of ensuring that a child makes the most of the educational opportunities which are available to him or her. There may be occasions when a child has to miss school - for example, if he or she is unwell. Any other absences should be kept to an absolute minimum.

As a parent / carer, you can demonstrate your commitment to your child's education by taking your holidays during school holidays. It is important to avoid taking your child on holiday at times when he or she should be taking exams or tests, in particular when your child is in Year 2 and Year 6.

Why shouldn't I take my child away during term time?

- It is important that children attend school regularly if they are to benefit from the learning opportunities provided.
- Children who are absent from school due to a holiday in term time will miss out on important learning.
- When a child is absent from school he or she misses not only the teaching provided on the days when he or she is away, but is also less prepared for the lessons building on that after his or her return. There is a consequent risk of underachievement which schools and parents will both wish to avoid.
- The time teachers have to help all the children in a class is reduced if they spend time helping a child to catch up after a holiday.
- Educational experiences in school missed as a result of a family holiday cannot be re-captured later.
- If your child does not attend school regularly, he / she will not be able to keep up with the work. This will have a serious impact on opportunities later in life.

You should not expect the school to agree to a family holiday during term time. The school will carefully consider your request, and they may take your child's current educational needs and attendance record into account. Parents do not have any right or entitlement to expect term-time leave to be granted. Schools can, at their discretion, grant up to 10 days leave each school year but most schools will be reluctant to do this if they believe that your child's education will suffer as a result.

If the school does not agree, and you still take the holiday, your child's absence will be marked as "unauthorised" in the school register. This record of attendance forms part of his / her Report.

Parents should be aware that if leave is granted it will be for the purposes of an annual family holiday – that is, a single period of absence which occurs once in the school year. An annual family holiday is not a series of long weekends nor several two or three day breaks.

Only in exceptional circumstances will a headteacher agree to your child missing school.

What are 'exceptional circumstances'?

It is the decision of the headteacher as to what might constitute exceptional circumstances and each request for term-time leave will be considered on an individual basis. A headteacher will not generally accept as an exceptional circumstance the fact that a holiday is cheaper during term time. An exceptional circumstance is much more likely to be a one-off, unique situation e.g. a parent, grandparent or other close relative is seriously ill and the holiday proposed is likely to be the last such holiday; or they may be significant trauma in the family recently and the headteacher might consider that an immediate holiday might enable the child concerned to better deal with the situation; or the holiday might be unique, one-off never to be repeated occasion which can only take place at the requested time.

The headteacher will also look very carefully at the child's previous attendance record and if he / she is below 95%, it is highly unlikely that the headteacher will agree to authorize any further absence.

Should leave be granted but the child remain absent for longer than agreed then this extra time will be recorded as unauthorized absence. Should a child fail to return to the school within 10 school days of the agreed return date and there is no contact from the parents the school may remove the child's name from the roll. The school will also inform its Attendance Integration Officer.

Uniform

School colours are grey and maroon. Parents are asked to purchase these colours when buying clothes for school. The wearing of a school tie is expected and this can be purchased from the office. Sensible black shoes, rather than trainers, boots or high-heeled shoes, should be worn to school. Girls may wear grey school trousers.

In the summer term a plain white polo style shirt may be worn without a tie. The girls may wear a pink checked or striped summer dress. Open-toed sandals are not permitted.

For PE and Games the children need to be suitably clad. The children need to have suitable plimsolls or trainers in school for outdoor PE sessions. During the colder months children may wear a tracksuit for outside games. The juniors should wear black football style shorts and a T-shirt in house colours. Mars - Red, Jupiter - Yellow, Neptune - Blue and Saturn - Green. Infants should wear black shorts and a white T-shirt. Please make sure that all clothing is clearly labelled with the child's name. PE kit needs to be in school at all times. PE bags are available from the office.

Jewellery should not be worn to school. For children with pierced ears only studs may be worn. Watches may be worn but as with other personal items the staff cannot accept responsibility for them.

Library

The school has excellent library facilities and we take great pride in our wide range of books. Children are taught how to use the library and to respect books. The children are able to borrow fiction and non-fiction books from the library. If books are lost or damaged we ask for them to be replaced.

Extra-Curricular Activities

The school provides extensive extra-curricular activities as well as a breakfast club open to all year groups.

Activities are provided after school either by the staff or other organisations. These organisations charge for the activities. The activities provided do change but currently include sports, languages, gardening and drama activities.

Individual Music Lessons

Children are able to learn an instrument if they wish. We offer the guitar, recorder, flute, clarinet and piano. These are provided by peripatetic teachers and a fee set by County has to be paid for the lessons.

School Meals

School meals are provided by Hertfordshire Catering. Children can either purchase a cooked school meal or bring a packed lunch. If children do decide to have a school meal we ask that they are taken for a period of at least half a term.

Parental Involvement

Parents are invited to attend a meeting with the teacher in September where expectations and routines are discussed. On Thursday after school from 3.20 to 4.00pm parents are welcome to come into school to look at their children's work. Meetings are also arranged for new children and parents to Nursery and Reception in June and November.

As well as supporting the 'Friends of the School', frequent opportunities arise for parents to come into school to help in practical ways:- for example, making and mending apparatus, assisting in the classroom, hearing groups read and working with groups of children engaged in activities such as cooking, sewing and art and craft. The support of parents in any form is a constant strength to the school. There is a guidance sheet available from the office for any parent who wishes to help in school.

As well as emailing, parents can follow school life on Twitter @busheyheathjm and Facebook Bushey Heath Primary School.

Assessment, Recording and Reporting

Children in Nursery and Reception take part in a Baseline Assessment. In Year 1 the children are assessed by the class teacher. Children in Year 2 and Year 6 take National Tests - Standard Attainment Targets (SATs). In Years 3, 4 and 5 the children take the optional national tests twice a year and parents are advised of their child's results in these tests.

The teachers keep records of each child's work. Annually a written report and examples of the child's work are passed on to the next teacher. Also children are tested twice each year in spelling and reading.

Consultation evenings are held in the Autumn and Spring terms. The annual report which the parents receive in July is an overall assessment of the child's progress. During the summer term there is an open evening when parents can look at the work produced over the year.

IF PARENTS HAVE ANY CAUSE FOR CONCERN AT OTHER TIMES THEY ARE STRONGLY URGED TO CONTACT THE CLASS TEACHER. APPOINTMENTS TO MEET ANY TEACHER AFTER SCHOOL **CAN USUALLY** BE MADE AT SHORT NOTICE.

It is very helpful if you can give an indication of the reason for the meeting beforehand. This enables the teacher to prepare for the meeting and helps to save time.

Friends of the School

The Friends of the School is a group of volunteer parents whose main purpose is to organise fund raising events for the school. They help to provide those extras which enhance school life. The Friends also try to organise social events for children and parents such as barbecues and discos. Help from parents is most welcome throughout the school year and provides a useful link between home and school life.

Local Community Links

The school works hard to forge links with the local and wider community. For example:

- Taking harvest gifts to the local centre helping the homeless
- Singing carols to senior citizens
- Raising money for charity
- Visits from the Community Police
- Links with St Peter's Church, St Andrew's Church and the Bushey and District United Synagogue

Letters and Flyers Relating to Activities for Children

The school often receives letter and flyers from organisations, agencies and charities which are organising activities for children to take part in. We do from time to time send children home with these letters and / or leaflets. This does not mean we are approving or recommending the activity. We are only acting as distributor.

Governors

The governors serve for four years. Meetings are held at least twice a term. The governors produce a school profile which can be accessed on the internet.

Mrs Camilla Woods	Joint Chair and Co-opted Governor
Mr James Hughes	Joint Chair and Co-opted Governor
Ms Penny Barefoot	Headteacher
Mrs Grace O'Brien	Staff Governor
Mr Chris Shenton	LA Appointed Governor
Mr Pervez Choudhury	Co-opted Governor
Mrs Nikki Laikin	Co-opted Governor
Ms Malini Patel	Co-opted Governor
Mr Nick Coffey	Parent Governor
Mrs Julia Meloy	Parent Governor

Teaching Staff

Miss P Barefoot	Headteacher	Designated Safeguarding Person / Computing / French / PE
Miss L Durcan	Deputy Headteacher, Year 4 Class Teacher	Designated Safeguarding Person / English
Mrs V McClure	Year 6 Class Teacher	Science
Miss M Green	Year 5 Class Teacher	Maths
Mrs G Gillett	Year 4 Class Teacher	RE
Mrs V Griffiths	Year 3 Class Teacher	NQT
Mrs J Allard	Head of KS1, Year 2 Class Teacher	Designated Safeguarding Person / PSHCE / Garden Project
Miss M Aherne	Year 1A Class Teacher	Geography / History
Mr J Moody	Year 1M Class Teacher	

Mrs R Andrews	Year 1M Class Teacher	
Mrs G O'Brien	Head of EYFS, Reception Class Teacher	IT
Mrs D Neary	Nursery Class Teacher	Art / Design & Technology
Mrs H Wilson	SENCO	Music
Mrs A Wright	PPA Cover	
Mrs L Wolfryd	PPA Cover	

Support Staff

Mrs J James	Office Manager
Mrs S Coombs	Administration Assistant
Mrs S Clarke	Secretary
Mrs C Feuell	Caretaker
Mrs S Palfreeman	Learning Support Assistant - Year 6
Mrs B Castello	Learning Support Assistant - 1:1
Mrs N Patel	Learning Support Assistant - Year 5
Mrs S Small	Learning Support Assistant - Year 4
Mrs L Atkinson	Learning Support Assistant - Year 3
Ms R Robinson	Learning Support Assistant - 1:1
Mrs J Maney	Learning Support Assistant - Year 2
Miss H Rossington	Learning Support Assistant - Year 1
Mrs L Brown	Learning Support Assistant - 1:1
Mrs L Zambarloukos	Learning Support Assistant - Year 1
Mrs K Rattley	Learning Support Assistant - Year 1 and Nursery
Mrs S Walker	Learning Support Assistant - Reception
Mrs A Dowden	Learning Support Assistant - Reception
Mrs S Reading	Nursery Nurse, Learning Support Assistant – Nursery and Reception
Mrs K Toms	Learning Support Assistant - Nursery
Mrs D Vale	Learning Support Assistant - Reception Butterfly

Music Teachers

Miss L McCormack	Piano Teacher
Mrs J Eccles	Recorder and Flute Teacher
Mr G Youngs	Cornet Teacher
Mr P Sackett	Violin Teacher

Data Protection Act

Schools, Local Education Authorities and the Department for Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow 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 we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** requires the school to provide information about pupils in order to carry out specific functions for which it is responsible, such as the admissions process or the assessment of any special educational needs the pupil may have. It also uses the data in statistical form, where pupils are not identifiable, 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 the 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.

The **Department for Education and Skills** 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. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

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 The Rutts, Bushey Heath, Herts, WD23 1SP;
- the LEA's Data Protection Officer at School IT Systems Support, Wheathampstead Development Centre, Butterfield Road, Wheathampstead, AL4 8PY;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;

The DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.