

Barugh Green Primary School

Brochure

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Aims of the School

We aim to.....

Engender values which will

- develop self-respect and forge productive relationships
- encourage self and corporate discipline
- create honest, polite, compassionate and responsible pupils
- foster tolerance and understanding of diversities in culture, religion and ways of life
- appreciate the interdependence between individuals, society and environment

Embody a teamwork ethic which will

- create an environment, which is welcoming, safe, happy, supportive and orderly
- provide exciting, innovative, inspirational and stimulating experiences where learning is at the heart
- have high expectations, set realistic goals and celebrate achievements
- nurture a community of confident, self motivated independent learners
- support and challenge pupils to reach their potential
- develop competence in the key skills embedded in literacy, numeracy, science, ICT and their application in other curriculum areas
- provide opportunities for enjoyment, appreciation and expression through a wide range of extra-curricular activities
- invoke the constant desire to improve and meet challenges confidently

Respond to future challenges and

- develop the knowledge, skills, and values for a fulfilling and rewarding life as a responsible citizen
- foster social, technological, economic and political understanding, with an awareness of their importance in a rapidly changing world

With the support of pupils' parents we expect to realise these aims and to equip our young people academically to get the most from their secondary education. We expect pupils to have respect for authority, and also the necessary independence and initiative to meet the many challenges they will face, in all aspects of their lives in the future.

MORAL, SPIRITUAL, CULTURAL AND SOCIAL DEVELOPMENT

At Barugh Green, every member of our school community has a responsibility to consistently promote values and attitudes associated with good citizenship. A key dimension to this is the development of open and consistent relationships, where each individual has confidence, high self esteem and they treat each other with mutual respect. This is the foundation on which the whole school ethos is built.

Ways in which pupils' development is secured in each of the 4 areas is outlined briefly below:

- | | |
|------------------------|--|
| Spiritual Development: | building confidence, being positive, time for reflection, listening to music, assemblies |
| Moral Development: | encouraging good behaviour, right and wrong, local constable, "what would you do if?" |
| Social Development: | extra curricular activities, variety of groupings, responsibility, community work, residential |
| Cultural Development: | different religions, Music, Newsround, visitors, books, stories, visits, Art |

Admissions and Procedure

ADMISSION ARRANGEMENTS (for 2009/2010)

Although the law does not require children to be admitted to school until the beginning of the term following their fifth birthday, the policy in Barnsley is to admit children to school at 2 points during the school year as follows:

- a) Children whose fifth birthday falls between 1 September and 31 December
 - Admission at the beginning of the Autumn Term (September)
- b) Children whose fifth birthday falls between 1 January and the 31 August
 - Admission at the beginning of the Spring Term (January)

GENERAL CRITERIA

Under the Education Act 1988 schools are required to admit children up to their standard admission number (SAN) in the relevant year group. At present for Barugh Green this is 40 for each year group.

If the SAN is not exceeded, places will be offered forthwith. In cases where the SAN is exceeded the Local Education Authority give priority as follows:

Firstly to those children with a statement of special educational needs where the school is named on the statement in accordance with the Council's procedure;

Secondly to children in public care;

Thirdly to children with brothers and/or sisters attending the school on the proposed date of admission;

Fourthly to children living nearest the school, the distance to be measured by a straight line between the child's ordinary place of residence and the main entrance to the school building.

PROCEDURES

Government legislation gives parents the right to apply for a place at any school in Barnsley or the surrounding district, regardless of their address. To enable us to plan effectively it would be helpful if parents of pre-school children who would like a place at our school could register their child's name with us as early as possible.

In September, an 'Admissions to School' brochure is given to those parents who have registered their child's name for the next academic year starting September. In that brochure is an application form which must be returned to your chosen school by 13 November 2009.

Parents will be notified of the result of their application on 5 April 2010.

Where parental preference is denied, parents can appeal to the LA through the Admissions section.

INDUCTION PROGRAMME

In the term before your child starts school, there will be:

- a) opportunities to visit school. A minimum of 2 visits are provided for pupils - one morning, one afternoon with a dinner included in the morning visit. Pupils will meet their new teacher and become familiar with the school;
- b) a home visit by the class teacher;
- c) an open evening for parents of new pupils.

In addition, parents are invited to contact school at any time.

TEACHING STAFF

Mr M Gilmore	Headteacher, Curriculum, Health and Safety
Mrs S Hardy	Deputy Headteacher, Special Needs,
Mrs S Ekins	History, Geography
Mrs S Madeley	Mathematics, Assessment
Mrs G Renshaw	Information Technology
Mrs J Burton (.6)	Science KS1
Mrs C Steele	PSHCE
Mrs G Crossland	Design and Technology
Mrs E Wolff (.4)	PE
Miss S Edwards	Art/Modern Foreign Languages
Mrs G Brammall	English
Miss L Broomhead	Science KS2/PE
Mrs C Coates (.4)	PSHCE
Miss H Elliott	RE
Miss L Madeley	

SUPPORT STAFF

Mrs S Beevers	Bursar
Mrs D McCarron	Administration Assistant
Mrs L Chappell	Teaching Assistant/First Aid
Mrs L Bamforth	Teaching Assistant/Fund raising
Mrs J Sinclair	Teaching Assistant
Mrs M Senior	Teaching Assistant
Mrs L Mckie	Teaching Assistant/Resources Manager
Mrs M Lee	Teaching Assistant
Mrs J Tkaczuk	Teaching Assistant
Mrs T Tolley	Teaching Assistant
Mrs J Lunn	Teaching Assistant
Mrs K Jones	Teaching Assistant/Music Specialist
Mrs L Green	Teaching Assistant
Mrs A Morgan	Teaching Assistant
Mrs H Morgan	Teaching Assistant/Libraries
Mrs K Sanders	Teaching Assistant
Mrs C Nixon	Teaching Assistant
Mrs S Sykes	ICT Technician
Mr R Grist	Caretaker

LUNCHTIME SUPERVISORS

Mrs G Regan (Supervisor), Mrs L Peate, Mrs A Lightfoot, Mrs L Haslam, Miss K Dean, Mrs J Turner, Mrs L Fieldsend and Mrs V Thompson (Lunchtime PE Supervisor)

KITCHEN STAFF

Mrs J Greenwood (Cook/Supervisor), Mrs A Bentley, Mrs B Ward

CLEANING STAFF

Mrs A Bentley, Mrs J Greenwood, Ms L Chipchase

SCHOOL CROSSING PATROL

Mrs S Swagrzyk

School Governors

Governors are like a Board of Directors and make decisions about how the school should be organised. They meet at least once a term. Minutes of the previous meeting are always available on the parents notice board. Together they represent the local community. Governors are appointed or elected to help decide what is taught, set standards of behaviour, interview and select staff and decide how the school budget is spent. Parent representatives are elected through a parental ballot when a vacancy becomes available. All parents who have pupils in school at that time are eligible to vote and/or stand as a candidate. Such ballots are organised by school. The Governors are responsible for producing an Annual Report and holding an Annual General Meeting for parents.

School Governors are parents, teachers and representatives of the Local Council and community. They serve for 4 years. Under new regulations the whole governing body has re-constituted. Under the new constitution the ratio is 2 LA, 4 parents, 3 staff and 3 community.

		Term Ends
Mrs S Musgrave	Local Representative	31.08.2010
Mrs C Holmes	Chairperson - Community	31.08.2010
Mrs M Harding	Associate Governor	14.01.2010
Mrs C England	Parent	29.03.2011
Mr T Cragg	Parent	08.10.2012
Mr D Richardson	Parent	12.11.2012
Mrs J Turner	Parent	01.10.2012
Mr M Gilmore	Headteacher	31.03.2010
Mrs S Hardy	Teacher	22.10.2012
Mrs S Madeley	Teacher	22.10.2012
Mrs Elaine Firth	Community	18.06.2010
Mr A Thornton	Community	14.11.2012
Mrs S Hague	Community	17.10.2012

THE SCHOOL

Barugh Green Primary School is situated just off the A635 Barnsley to Huddersfield Road about 2 1/2 miles north west of Barnsley town centre. Barugh Green is a semi-rural commuter village. The school is close to open countryside with Cannon Hall and Bretton Park close by.

The school building was erected in the early 1970's comprising of 10 classrooms, a mobile classroom, a multi-purpose hall and kitchen, 2 library areas, a resource room, an ICT area, 2 hard paved play areas and large playing field. The whole site is attractive and well maintained. There are 3 enclosed garden areas, one for the use of reception children, one containing a pond, and the third used by the gardening club.

Children are encouraged to care for the environment of the school by keeping it litter free and caring for the trees, flowers and shrubs which help make it attractive.

GENERAL ORGANISATION

291 pupils will be on roll during the 2009/10 school year. Each child is the particular responsibility of one class teacher. Most of the curriculum is taught by this class teacher, who is also the usual contact for parents.

Generally the children are organised into classes depending on their age. If the need arises to split children of the same school year group this will also be done according to age. Any decisions made are at the discretion of the Headteacher.

The needs of children of different abilities and interests are met by the careful planning of a range of tasks and activities.

Dates and Times

SESSION TIMES

Children may arrive on the premises from 8.45 am. Infants may go straight into classes and juniors onto the playground unless it is raining. Please ensure that your child gets to school promptly.

School begins	8.55 am
Break	10.30 am - 10.50 am
Lunch hour	12.00 noon - 1.10 pm (infants) 12.05 pm - 1.10 pm (juniors)
School finishes	3.15 pm (infants) 3.20 pm (juniors)

The total teaching hours per week including religious education but excluding the statutory daily act of collective worship, registration and breaks = 21 hours 40 minutes (infants) and 23 hours 30 minutes (juniors).

THE SCHOOL YEAR 2010/11

Autumn Term 2010

Term begins on Monday 6 September.

The school closes on Friday 22 October for the Autumn half term break.

We open on Monday 1 November for the new half term.

Term ends on Friday 17 December.

Spring Term 2011

Term begins on Tuesday 4 January.

The school closes on Friday 18 February for the Spring half term break.

We open on Monday 28 February for the new half term.

Term ends on Friday 8 April.

Summer Term 2011

Term begins on Tuesday 26 April.

The school closes on Friday 27 May for the half term break.

We open on Monday 6 June for the new half term.

Term ends on Friday 22 July and begins again on Monday 5 September 2011.

In addition to the above, school is closed, Monday 2 May 2011 (May Day).

Routines and General Information

ATTENDANCE

Parents have a responsibility to ensure their children attend school regularly. If your child is ill we ask you to contact school without delay. A telephone call will suffice or you may wish to send a brief note to the class teacher. Should no explanation be given, an absence form will be sent home at the end of the week to verify the reason for absence. If no reason is still forthcoming, the absence will be recorded as 'unauthorised'. Lengthy or unexplained absences are followed up by our Education Welfare Officer, Mrs Annette Woodward.

Similarly, if your child needs to visit the doctor, dentist or hospital during school time, please make sure that the class teacher is informed. We ask you on these occasions, to collect and return children to school. Where this is not possible, parents must give notification of who will collect their child.

Holidays not exceeding 2 weeks may be taken, provided the school is notified in advance and a holiday form completed (these are available from the office).

At year end all absences are totalled against the number of possible attendances and submitted on each child's annual report.

Emergency contact - the school office maintain a register of emergency contacts for each child's family. **Please ensure that any changes are notified without delay.**

LUNCHTIME ARRANGEMENTS

School meals are prepared in a central kitchen (off site) and then cooked on the premises. They are eaten in the hall with a cafeteria system. Vegetarians are catered for; please let us know in writing if you want your child to have vegetarian meals, or if your child has any other special dietary requirements.

Dinner money should be sent on Monday to the class teacher in a sealed envelope marked with your child's name and the amount (special envelopes are available free of charge from the school office). Currently dinners cost £1.70 per day, £8.50 per week. A reminder will be sent home if payments have not been received by Thursday morning. Alternatively parents may pay for a half-term's dinners by cheque during the first week of the half-term.

If you think your child may be entitled to a free school meal, application forms can be obtained from the school office or from the Education Office.

Arrangements are also made for children who prefer to eat their own sandwiches at lunchtime. Children may bring a carton/flask of juice. For safety reasons cans and glass bottles are not allowed. **Please give 2 weeks notice in writing of change from school meals to packed lunch.**

No pupils are allowed off site unless prior parental notification has been given.

Lunchtime supervision (in the hall and on the playground/field) is provided by a team of mid-day supervisors led by Mrs G Regan.

Children whose behaviour is frequently unacceptable during the lunch time break may be periodically required to go home for lunch.

Lunchtime clubs are held for a range of activities (see heading Extra Curricular Activities).

MEDICAL MATTERS

If children have accidents in school, they receive attention from staff, some of whom are qualified First Aiders. Parents are not usually informed of minor injuries unless it is a head injury when a note is sent home.

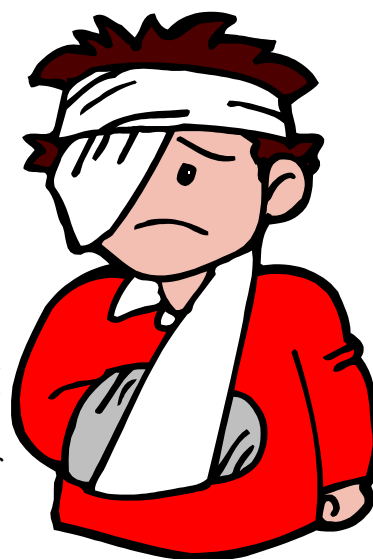
If your child is taken ill or has a more serious accident and needs immediate attention, you will be contacted. If hospital attention is needed we would call an ambulance or take the child to hospital by car, collecting a close relative to accompany us. For this reason it is important we have current contact numbers. It is important you inform us of any medical conditions which might affect your child's education (eg eyesight or hearing problems) or for which emergency aid may be necessary (eg asthma, epilepsy).

Medicines in school - Administration of prescribed medicine should take place, wherever possible at home, or in some instances by the parent at school. However, for the care of the pupil, it may on occasions be unavoidable that the giving of a prescribed medication has to take place during a school session. In such circumstances, the medication should be brought by the parent or an adult authorised by the parent. All medicines must be labelled and be kept in the original container and to comply with local authority guidelines, the relevant form must be completed. Only prescribed medicines will be administered. Parents will appreciate that children will be unable to benefit fully from schooling if they are clearly unwell or where taking a prescribed medicine which will have an effect on their ability to carry out the normal every day tasks associated with attending school.

If parents are in doubt regarding their child's attendance at school they should consult their GP.

Doctors and nurses visit school regularly to carry out medical examinations at certain times in your child's school life for such things as eye sight, hearing, height and weight checks. Letters are sent out to inform you at the appropriate time.

In common with all schools, we have problems with head lice from time to time. It is wise therefore to inspect your child's hair regularly and on discovery of head lice, to treat the entire family. We also urge you to inform us of this problem in confidence so that we can send out a standard letter to other parents requesting them to examine their children's hair.



HEALTHY SCHOOLS

As a school we acknowledge our role in encouraging and educating children to be healthy. As part of this we are currently working towards the silver level of the healthy school award. We plan to teach the children through PHSCE lessons, science work and in a general way by talking about foods, packed lunches and school meals

DRUGS

We have a policy developed in line with the Barnsley healthy school scheme relating to drug education. Educating children how to keep themselves safe in terms of drugs and dealing with the pressures surrounding this issue are some of the main points covered.

CLOTHING

In June 1996, the Governing Body balloted parents on the issue of school dress. The result was overwhelmingly in favour. As a consequence, pupils are expected to wear green sweatshirts/jumpers/cardigans, white or green shirts and grey trousers, skirts or pinafores. Sweatshirts and shirts with the school logo may be purchased from the secretaries' office.

For Art/Craft activities we do have some aprons for younger children but you are encouraged to provide an old shirt for such activities.

Physical Education - appropriate dress for outdoor activities would be shorts and T-shirt with socks and plimsolls/trainers. For indoor activities children may bring leotards or shorts and T-shirts. We ask all children to wear white t shirts and black shorts for all PE lessons. It is recommended that juniors should always change their clothing for indoor lessons. Unless children have a medical reason and need to wear agility slippers, indoor PE is done in bare feet since it is much safer to work on apparatus this way.

All clothing should be labelled with your child's name.

Jewellery can be a hazard at school particularly when young children are playing together. As a general rule we prefer children not to wear jewellery. However, if children have pierced ears they may wear small stud earrings only. In line with Local Authority guidance, all jewellery must be removed for PE. May we advise parents who intend to have their child's ears pierced, to do so during the summer holiday to allow 4 - 6 weeks healing time.

CHARGING FOR SCHOOL ACTIVITIES

Your child's schooling is provided free of charge. Nevertheless, all schools benefit tremendously from the voluntary contributions made by parents - contributions of time and money. For some school activities, designed to enrich the curriculum, a specific voluntary contribution is requested. Visits to places of interest, residential experiences, musicians', artists' and actors' visits to school are some examples. Without many voluntary contributions, such important events may not be viable.

The school wishes every child to have the same curriculum opportunities. No child will be barred from an event because of individual financial circumstances. Parents are advised to have a quiet word with the Head or class teacher. Requests are handled in confidence. A copy of the Governing Body's Charging and Remissions Policy is included in Appendix A.

MILK PROVISION

Free milk is available to children from families receiving Income Support. School milk is also available to other pupils but if required, must be paid for by the end of the previous term at a cost of £8.00 (may alter).

BUILDING SOCIETY

A group of Y6 pupils under the direction of the Y6 teachers operate savings accounts in association with Barnsley Building Society. Deposits may be made on Wednesdays.

BOOK CLUB

We operate a book club within the school, where children can purchase quality books at reasonable cost.

PUPIL BEHAVIOUR

The class teacher is concerned not only for the educational progress but also for the personal and social development of your child. We try to combine high expectations with a sympathetic approach. Our first concern is safety and children are expected to behave in a sensible manner. They should be polite, well mannered and act in a thinking, caring way towards each other and adults. Praise and encouragement feature strongly in all areas of school life. Copies of our school rules are displayed in every class and in other prominent places.

However, when a child's behaviour is unacceptable, then sanctions are carried out, usually by the class teacher. These may include verbal cautions, the setting of additional tasks or withdrawal of privileges.

When a child's behaviour is repeatedly unacceptable, parents will be invited into school to work with us to find solutions to the problem.

At Barugh Green these steps are nearly always successful. However, for very serious breaches of school discipline, the Headteacher and the Governing Body reserve the right to exclude a child from school. This action would only be taken after consultation with parents and after all other measures had failed.

Any deliberate damage caused to school property or equipment by children could result in parents being asked to pay for their repair or replacement.

Occasionally events at home may cause your child's behaviour pattern in school to change eg serious illness or death of a close family member. In an event such as this, please let us

know. We have no wish to pry, but we can only help your child cope if we know the reasons for their unhappiness. Information would be treated with the utmost confidentiality.

EDUCATION WELFARE SERVICE

This service is primarily responsible for ensuring the regular attendance of all children. As with all schools we have an Education Welfare Officer (EWO) who liaises with the Headteacher on matters relating to attendance or other problems concerning children in school. (The EWO could also advise families about assistance with free school meals and clothing grants for needy families.) Contact points for the EWO are available on the parents notice board.

PROCEDURE FOR COMPLAINTS

- We expect all our pupils, staff and parents to listen carefully and respectfully to each other.
- Minor complaints should be dealt with by the class teacher. If you are not satisfied, contact the Headteacher.
- All serious complaints must be explained to the Headteacher so that an investigation can take place.
- Parents who are unhappy about something should contact us at once. The Headteacher will always meet concerned parents in order to resolve difficulties.
- A parent who is still not satisfied should contact the Chair of Governors (or another member of the Governing Body). Names and telephone numbers of governors can be obtained from the school office.
- A complaint can also be made to the Education Authority. Further details obtainable from school.

SAFETY OF CHILDREN

- KS1 children must be collected at the end of a school day by a responsible adult.
- A fire drill is held each term to train children in the appropriate procedures.
- The school has a building security policy detailing issues such as supervision, beginning and end of school day, visitor control, site security, fire detection, alarms, valuable equipment and personal property.
- Children are not allowed out of school during school hours unless escorted by a responsible adult.
- Parents are asked not to use the school car park between 8.45 am - 9.00 am and 3.00 - 3.30 pm. Space is limited and it can be dangerous.
- Key stage one children must be collected at the end of the school day by a responsible adult

The Curriculum

Children learn best when their attention is caught and imagination stimulated by lively teaching. Direct observation leads to questioning and discussion. Children are encouraged to pursue their investigations in the school library, by using a computer or by other means. Thus independent and enquiring minds are fostered. Visits and visitors play an important part. Local day visits to places of interest and residential further afield are important.

The basic curriculum consists of 3 core subjects (English, Mathematics and Science), 7 foundation subjects (Art, Information Technology, History, Geography, Design Technology, PE and Music) and Religious Education. Cross curricular themes such as Personal and Social Education, Health Education, Environmental Education and Equal Opportunities also feature in the school's curriculum.

For the purpose of teaching and learning, the curriculum is organised into key stages, and related levels.

Foundation Stage for Reception

Key Stage 1 for years 1 and 2 (levels 1 - 3)

Key Stage 2 for years 3 - 6 (levels 2 - 5)

Curriculum Planning over a key stage is undertaken by all teachers working together. Medium term planning (termly) is done partly by teachers working collectively and also separately. Short term planning (weekly) is organised by teachers working separately.

Teaching Strategies - we believe there to be a strong association between the quality of teaching and the standards achieved. During any week at Barugh Green a variety of teaching techniques might be observed. Depending on the activity and age of children you may see the following groupings:- pupils working individually, in groups of varying size (groups may be organised randomly, on friendships or ability) and as a whole class. Strategies also include teacher questioning, direct teaching, discussions or pupils working independently.

Classroom Management - the most important part of school is what goes on in the classroom. Teachers create areas that are exciting, welcoming and stimulating. Careful regard is given to planning the layout ensuring a quiet working atmosphere, efficient use of materials and equipment and opportunities to develop independence.

Assessment of children's development and abilities takes place continually. When children start school, we complete a base line assessment during their first half term to establish their strengths and weaknesses and plan appropriate learning programmes. Assessment then continues throughout their school life and culminates at the end of each key stage (in Year 2 and Year 6), with full teacher assessment partnered with Standard Assessment Tasks or Tests (SATs) in Mathematics and English at KS1 and Mathematics, English and Science in KS2. A written record of these results is included in children's reports at the end of each key stage. All pupils receive a written report towards the end of each summer term.

Opportunities to discuss your child's development and progress are made available each term through parent evenings. Parents can however, discuss curriculum matters as and when necessary.

Curriculum Organisation - a major part of the curriculum involves the National Literacy and Numeracy Strategies. These are taught mainly in the mornings. The other 8 subjects are taught separately although there are elements of cross subject teaching. Each subject has a long term planner which details what will be taught in that subject for each term in each year. Parents receive a letter at the commencement of the term, detailing areas to be covered. Additionally, all subjects have a parents summary booklet on display in the entrance.

Every subject has a co-ordinator. Someone who oversees that subject throughout the school. This person is responsible for resources, training other staff, managing the subject budget, passing information and helping other staff in that particular area. A list of co-ordinators is on page 5.

ENGLISH

English provides the main instrument of learning right across the curriculum. The National Curriculum divides English into 3 components: Speaking and Listening, Reading and Writing.

Speaking and Listening - good spoken language and attentive listening are the foundation skills for learning. Children are given every opportunity to discuss and question aspects of their work, as well as being encouraged to express and explore their thoughts and feelings. For younger children imaginative play makes a valuable contribution as do all drama activities throughout school. TV, radio, stories, poems and music are used widely to promote speaking and listening skills. Opportunities for discussion occur in all curriculum areas and our classroom organisation is such that children regularly work collaboratively. Assemblies and concerts provide further opportunities for developing clarity of speech and confidence, when addressing larger audiences.

As part of the school's ethos, there is mutual respect for both teachers and children's contributions to speaking and listening.

Reading - books are an essential part of language development. We aim to encourage children to become confident and successful readers, willing to read both for pleasure and information.

This is achieved through a structured approach using a variety of methods including guided reading. Parents play an active role in helping their child to read.

Caterpillar sheets are used to help children develop phonic knowledge and key reading strategies. In the early years, children build up their sight vocabulary through the introduction of key words. Children also use other strategies including phonics, contextual and pictorial clues. These are featured in the wide variety of books which we have available, including fiction and non-fiction.

Children work in small groups (up to 6 children) for guided reading with their class teacher or a member of the support staff. Within their group they will be given an introduction to the book to support their reading.

The children read regularly with the teacher and their individual progress is monitored closely and recorded in order to inform future teaching.

As children become independent readers, they are given a wide range of opportunities to use and develop their skills in other areas.

The school has 2 libraries which are open to all children. Children are encouraged to borrow both non-fiction and fiction books to take home. Special events are held throughout the year to promote literacy eg book fairs.

Writing - upon entering school children are encouraged to recognise the purposes for writing. All their efforts are valued and recognised as they record their own experiences.

Children are offered a wide range of writing opportunities throughout the primary age range such as letters, stories, lists, instructions, reports, recipes etc. As they develop, children are challenged to structure their writing and to extend their use of vocabulary.

Different forms of writing demand their own style of grammar and punctuation. These are taught systematically, in a way that is relevant and purposeful to each child's stage of development.

A standard of presentation appropriate to each child's level of development is expected. Children learn to hold a pencil and to form letters correctly. Handwriting is taught through agreed styles of letter formation both at infant and junior levels. Spelling patterns and rules are taught as children progress through school. Pupils are encouraged to try out spellings before bringing their work to the teacher or consulting a dictionary.

Barugh Green pupils have a timetabled Literacy session each day. Within this hour children are taught reading and writing skills following a national framework.

Children work on a variety of activities which cover text, sentence structure and the composition of words.

Children are encouraged to reflect on their own learning and make suggestions about their next steps.

MATHEMATICS

We aim to create confident, numerate pupils who have a repertoire of computational skills and an ability and inclination to solve numerical problems in a variety of situations.

In the early years learning mathematics through structured play is an important aspect of our teaching. The development of early mathematical understanding takes place through role play and experience in sand, water and construction equipment. Pupils sort, match, count, compare quantities, describe patterns and explore relationships between shape and space.

Mathematics is taught everyday for about one hour using a framework of teaching objectives in the National Numeracy Strategy. This strategy identifies 7 areas of mathematics:

- Using and applying mathematics
- Counting and understanding numbers
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

There are key objectives (targets) within each area and for each year group. These key objectives suggest what most of the children in that year group should know, understand and be able to do by the end of the year. Summaries of these objectives (targets) are given to parents at the beginning of each academic year.

Mental mathematics features strongly in each lesson. We teach strategies and discuss their efficiency when solving problems. The learning of basic number facts, including times tables, is very important. As pupils acquire mental strategies, they are also taught standard written methods to solve problems.

Whole class teaching features strongly in each lesson. It is oral, interactive and with a lively pace. It allows for the direct teaching of a key objective and it encourages pupils to respond, question, reinforce understanding, and explain methods of carrying out a calculation. The correct use of mathematical vocabulary is an integral and important part of every lesson.

In some classes, pupils are grouped by ability for the majority of lessons to ensure a match between ability and the activity provided. They experience a range of activities such as practical problems, 'pen and paper' exercises, investigational work and challenges.

Mathematical computer programmes are used in each year group but the use of calculators is mainly limited to the upper junior years.

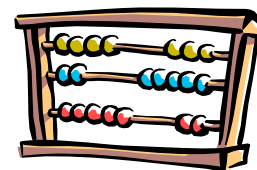
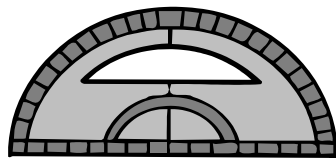
Statutory assessment of mathematics takes place in Reception, Year 2 and Year 6.

Additional assessment takes place in all the year groups.



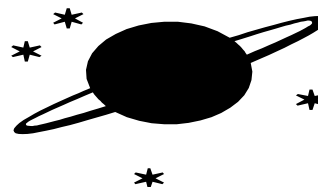
We encourage an active partnership with parents and provide leaflets, which summarise the targets for each year group. In addition we provide laminated leaflets which guide parents in a range of mathematical areas such as subtraction, data handling, percentages and so on. These can be found in the entrance to school. We hope that parents will encourage their children to explore maths in everyday situations, play maths/computer games and become involved in their homework.

Mathematics is essential for coping with the practical demands of everyday living - it has an important influence on work, leisure and life as a whole. It is a powerful tool, providing intellectual challenge and pleasure. We hope to develop not only an understanding but also enjoyment of mathematics and to foster a positive attitude towards the subject.



SCIENCE

Science is taught as a separate area of the curriculum and as far as possible is approached through direct experience and practical investigation. Science is about finding out, and knowing how to find out is fundamental to the learning process. Throughout school children will be involved in practical problem solving, developing skills of observation, measurement, prediction, recording and interpreting along with personal qualities of open-mindedness, fairness and co-operation. Pupils will become familiar with the range of resources available, so they may select equipment appropriate to the task and use it carefully and safely. During Science week children will be given the opportunity to explore concepts and also to practice new skills in a fun and exciting way.



DESIGN TECHNOLOGY

We aim to teach design technology by giving children the opportunity to look at and handle many objects in order to find out about their design, what materials were used, how they were put together and the suitability for their purpose.

We shall encourage children to learn techniques using appropriate tools safely and correctly and enable them to practice their skills in order to make simple objects and models. We shall offer a range of materials for their use and discuss and evaluate their work as it progresses.

Aspects of DT occur across the curriculum and may take the form of model making, using a variety of mouldable materials, cooking, needlework and some science investigations.

All skills learnt provide a foundation for their future work as they progress through school.

INFORMATION TECHNOLOGY

What is ICT?

ICT includes many ways of communicating information through text, data, pictures and sound. It involves familiarity with computers, TV, video, DVD and CD players, the internet, telephones, tape recorders, scanners, digital cameras, interactive whiteboards, photo copiers and programmable toys.

At present we have 40 PC's situated in classrooms, a brand new 25 station suite and in both libraries. Nearly all these are networked and linked to the local intranet and the world wide web. Alongside these, all of the classrooms are fitted with an interactive whiteboard. These can be used to project exciting material such as multimedia activities, pictures, text, web sites, videos and software packages to enhance all lessons.

The children will be encouraged to use the computers and the software freely, working independently or in small groups with an adult. All children will have their own E-mail address which they will be able to access throughout their schooling in Barnsley

Access to the internet will be secure and appropriate and the children have developed rules for sensible use.

We have an expanding web site which is updated on a regular basis and contains all school information, pages for children, parents and teachers, current events and examples of the children's work

The software, online educational content and word-processing facilities will enable children to use computers and other ICT equipment in all areas of the curriculum. The variety of programmes and on line content will suit all children whatever their level of development ability, or rate of progress.

We encourage parents to improve their ICT skills by offering opportunities to attend computer classes and other courses linked to using the ICT equipment.

In 2006 were awarded the ICT National Mark, one of only 100 schools nationally. This award is re-assessed every 2 years and we have recently achieved it for a second time.



HISTORY

In History children are given the opportunity to develop an awareness of the past and of the many ways in which the past differs from the present day. This is achieved through both factual accounts of past events and fictional stories set in the past. Children will also study the past by means of pictures, photographs and eyewitness reports as well as verbal accounts of past events given by adults. Additional methods of developing children's knowledge of History will include studies of the environment, particularly buildings, and the use of computer-based material.

Pupils will be taught about the lives of some of the famous men and women who have shaped the course of history, as well as events such as the Gunpowder Plot and the Olympic games that have been remembered and commemorated by succeeding generations.

The children will be encouraged to ask questions about the past and to consolidate their understanding in a variety of ways - for example, by making models, writing, drawing and acting out episodes from the past.

History is taught in both continuous units and in shorter blocks. Other subjects such as art and literacy may be integrated into the history curriculum, but the development of Historical skills is always the main focus.

GEOGRAPHY

Geography encourages the children to observe, investigate and take an interest in their immediate surroundings with a view to developing a critical awareness of the wider environment. Through subject-focused units we encourage learning by exploiting children's natural curiosity about the world we live in.



We are fortunate in Barugh Green to be situated in an environment of great variety. Visits and walks can give children first hand experience of this variety and of some of the factors responsible for it. For example, climate and the weather can both shape our environment and have a significant influence on people and their lives.

The residential programme in KS2 gives the children the opportunity to study different environments a little further afield. This will enable children to develop an appreciation of some of the differences between their local environment and a different locality.

Other areas of the curriculum such as Literacy and Science also help to develop children's awareness of global issues such as climate change and sustainability.

Children develop a range of geographical skills and vocabulary through the use of maps, globes, photographs and ICT materials.

Our aim is to foster independent learning and encourage children to communicate findings in a variety of ways.

MUSIC

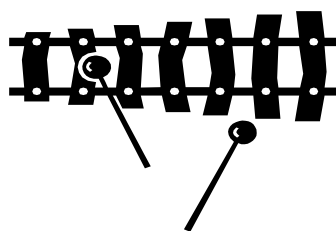
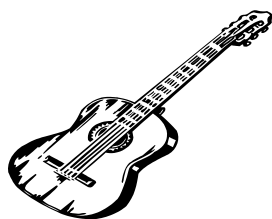
Throughout school we use the Kodaly approach to music where children can develop their musical ability through using the voice. In addition we also use the 'Music Express' music scheme which involves children learning about the different concepts of music. Children also enjoy a wide range of other opportunities to sing, perform, listen and compose.

Each year there are a number of productions including Harvest, Christmas/Nativity, Eisteddfod competition and Summer concerts where all children can be part of the production. Each year pupils in Y6 perform alongside thousands of other children from our region in the Young Voices concert at the Sheffield Arena.

Individual instrumental tuition is available in brass, woodwind and guitar. In school as part of the music curriculum Y5 children also learn to play the guitar. In addition to this Y1 children learn to play the recorder. We often offer other wider opportunity schemes to other year groups.

Furthermore, we have a school Samba band and a school choir.

Enthusiasm, enjoyment and the excitement of creativity are encouraged.



ART

Art is developed both through topics and taught separately for the acquisition of certain skills. Throughout their time in school, children are given opportunities to develop skills in a variety of media together with the appropriate tools, and work with a visiting artist.

Work produced varies. It may be a simple observational drawing requiring attention to detail, or an individual painting displaying an emotional response; it may be a group or class frieze using 2-dimensional or 3-dimensional techniques. Each year group has its own resources area and supply of materials.

The ability to evaluate their own work and appreciate the work of other artists is important. We are continually extending our resources which enable us to introduce pupils to a variety of art forms, from different cultures, past and present.

In 2005 we were granted the Arts Mark Gold award for our provision in music, art, drama etc.

PE AND SPORT

PE provides the opportunity for physical enjoyment and achievement. All children are encouraged to develop their physical skills at their own pace and degree of skill and confidence. At KS1 children experience dance, games and gymnastics. At KS2 in addition to those taught earlier, pupils also have lessons on swimming, athletics and outdoor/adventurous activities.

In the spring of 2004 we purchased brand new climbing apparatus. This enables children to develop their gross motor skills (climbing, jumping, balance etc) and is timetabled to specific days for each class. Lessons involving the use of small apparatus (bats, balls, skipping ropes etc) develop the children's fine motor skills, such as catching, throwing, hand/eye co-ordination. Movement and drama takes place each week, and is either planned by the teacher as part of the theme and other aspects of the curriculum, or by using radio programmes. Team games of a basic nature are enjoyed by the older children. During fine weather, we take advantage of our playing field for outdoor activities of many kinds.

Children in Y5 attend weekly swimming sessions at Royston Baths, where they are taught by a trained instructor. The programme includes water confidence, safety and basic stroke technique.

Children in Y3 and Y5 participate in an activity day programme. This entails visiting a local outdoor education facility for the day in Y3. In Y5 children do this as a residential visit and stay for 2 nights.

During playtimes we encourage children to participate in team games and activities. To achieve this we train Y5 children to become playground leaders, helping younger children to participate.

As a school we participate in many local sporting competitions. Sports entered for include; multi-skills, gymnastics, football, netball, cross country, rounders, cricket, athletics, sports hall athletics, rugby and orienteering. We believe in healthy competition teaching the children to do their best and be gracious in victory and defeat. Over the past few years we have been the Barnsley Champions in football, rounders, athletics, swimming, cross country netball and cricket.

In 2006 we were granted the Active Mark Gold for sports and PE.

Children in KS2 are encouraged to join the early Monday morning Golden Mile running club.

The school also runs a wide variety of after school clubs, some of which are led by coaches from local teams. These include basketball, football, cricket, athletics, dancing, gymnastics, hockey, ball games, netball, Latin American dancing and country dancing.

RE

RE follows the guide-lines laid down in the LA Agreed Syllabus - and is concerned mainly with the moral and spiritual aspects of life as it affects young children. The children are encouraged to appreciate and respect the world around them, understand the needs and beliefs of others and develop an awareness of and concern for others, through examples, stories and discussion.

Although Christianity forms the backbone of our RE syllabus an awareness of other religions and cultures is important, to develop in our children a tolerant approach to all religions and ways of life. Each year group will, therefore, study the main features of another world religion in addition to aspects of Christianity. In line with current legislation, we provide a daily act of collective worship - mainly of a Christian nature. Topics relate not only to spiritual matters but also social, moral, cultural and environmental issues.

Parents have a right to withdraw their children from Religious Education and collective worship. Arrangements to do so should be made with the Headteacher.

SPECIAL EDUCATIONAL NEEDS

Children's needs vary. The school's response is flexible to meet the wide range of needs children have. We try to ensure that the opportunities and support children receive in the early years, give them the best possible start. Where further support is needed, we work closely with outside agencies. We draw on the expertise of doctors, speech therapists and other medical workers and seek advice from the support team from Barnsley LA. This provides us with 'on the spot' advice from an educational psychologist and specialist support teachers.

Once a child has been identified as having a special need, programmes of help will be drawn up by the class teacher and SEN co-ordinator. Within each class we work hard to match the work set to the interests and capabilities of all children. All children are individuals and we aim to challenge the able and support those with difficulties.

Some children may be supported through School Action, School Action Plus or a Statement of Special Educational Need. We work in partnership with parents to provide the best education for their children.

SEX EDUCATION

In this school, sex education is never approached as an isolated topic. Questions arise naturally during the course of various activities and topics, such as ourselves (science), family life, health education etc. More specific health education involving awareness of and changes to the body, how babies are made and born and the emotions and feelings involved during this time are also covered from year 4 onwards in conjunction with the school nurse. Any questions that arise are answered in a way which will promote positive attitudes for later life, within the moral framework of loving relationships, family life and respect for others. The sex and relationship policy is contained within the Personal, Social, Health and Citizenship Education Policy. This is available for parents to view by asking at the school office.

Withdrawal of pupils from Sex Education

Section 24 of the Education Act 1993 states that parents have the right to withdraw their children “from all or part of a school’s programme of sex education”. If the situation arises where a parent wishes to withdraw their child/ren the following procedures will be followed.

The Governors and Headteacher will:

- Consult fully with the parents and the school health advisor to ensure they have an understanding of sex education as defined by the school
- Ensure provision for those pupils who may be withdrawn
- Ensure that pupils are not removed from the statutory provision of NC subjects

EQUAL OPPORTUNITIES

As part of our commitment to inclusion, we have high expectations every pupil and plan opportunities for all pupils to achieve. This includes boys and girls, children with special educational needs, those with disabilities and children from all social and cultural backgrounds and different ethnic groups.

HOMEWORK

We do recognise the tremendous value of parents participating in their children’s reading at home. Children will bring books home on a regular basis and we ask you to read the book to/with your child or to listen to him/her read to you. We also invite you to make any relevant comments in the Reading Record Booklet. This link between home and school is a very valuable way of encouraging children to enjoy reading and consequently helps their progress.

Children may also be required to do homework each week to support literacy and numeracy, particularly at Key Stage Two.

Sometimes pupils may bring some of their work home. This may be to complete a piece of work or as part of some independent research.

It is the school's policy that class teachers may set 'homework' if your child has been absent and needs to catch up.

Following discussion with you, homework can be arranged if it is decided that extra work at home, under your supervision, would be individually beneficial.

EXTRA CURRICULAR ACTIVITIES

Many extra curricular activities are organised by staff. We feel that such activities greatly enrich the life of Barugh Green. All clubs are taken voluntarily by staff with a list being published each term. Pupils are encouraged to sign up for activities and undertake an agreement to attend. In 1997 and 2000 we received a 'certificate of distinction for the outstanding scheme of extra curricular activities' organised by school. In addition, the gardening club were presented with a prize of £250. Our extra curricular activities include:

Baking, Board Games, Chess, Construction, Country Dancing, Dinosaur, Drama, Factfinders, Football, French, Gardening, German, Guitar, Harry Potter, Knitting, Library, Netball, Recorder, School Website, Scrabble, Sewing, Story, Surfing and Touch Typing.

Over 80% of pupils participate in at least one activity. Please note clubs are not available to Reception pupils.

HOME SCHOOL PARTNERSHIP

We actively encourage parents to work with us in all aspects of their child's education.

We welcome parents, friends, grandparents, governors etc into school during the day to help children with a wide variety of activities eg baking, art and craft, computers, design and technology and many more. Some parents feel confident at working with small groups of children, others prefer to mount children's work or cover work cards etc. Whatever your talents we will try and accommodate you at some time within the year. Class teachers usually have sign up sheets on their porch notice boards.

Parents frequently help on our educational visits. Again parents will be expected to supervise a small group of children under the guidance of the class teacher. Naturally all voluntary helpers will be expected to honour the code of confidentiality existing in the school.

Parents are required to sign our Home/School Agreement which sets out the expectations between parents, children and school.

We ask parents to:

- Support the school's policies and guidelines for behaviour
- Let school know about any concerns or problems that may affect your child's school work or behaviour and to do so in a responsible manner

- See that your child attends school regularly, on time and properly equipped to participate in all lessons
- Contact school on the first day of absence whenever your child is not at school
- Support your child in homework and other opportunities for learning
- Attend parents' evenings and discussions about your child's progress
- Get to know about your child's life at school

We ask children to:

- Behave properly and listen
- Be kind and helpful
- Always tell the truth
- Be polite
- Move about school sensibly and quietly
- Tell the teacher if there is a problem
- Take good care of the equipment and building

There is a parent library situated between the staff room and the beacon room where there is a selection of books on a variety of topics that you can borrow. The signing out book is kept in the office. There are also DVDs and videos for hire.



KEEPING IN TOUCH

Each term you will be given the opportunity to discuss your child's progress with the class teacher. In July you will also receive a written report.

A notice board for parents is on the wall in the entrance area. Opposite this is a series of display racks with information on many aspects of school life including all subjects, governors, recent letters, OFSTED reports etc. Newsletters are sent home by pupil post.

Parents and community are invited to contribute further to school life by:

- talking to children about specific interests
- demonstrating particular talents
- bringing objects to school for the children to see, handle and talk about
- talking to children about their jobs/ways of life

All this helps enrich the curriculum.

If you have a message or quick question to ask, please pop in either before or immediately after school. If you would like a longer time to talk with either the class teacher or

Headteacher, a time can be arranged. Staff are very willing to talk with parents but please, not when they are teaching.

We have a small group of parents who make up the 'Friends of Barugh Green Primary School'. They usually meet monthly in the school on a Tuesday evening to discuss fundraising and social events. Any parent is welcome to come along and support this work that raises a lot of money for school funds throughout the year. You also have the incentive of a free drink and biscuit!

COMMUNITY LINKS

Barugh Green Primary School has strong links with the community. Our school premises are available for use by local groups. Any interested parties should contact the Headteacher for further details. Additionally a local councillors' surgery is held monthly.

Excellent relationships with Bretton Hall College, Leeds University and other local further education establishments mean that we have students working in school on a regular basis.

The Autumn/Summer Fayres organised by the 'Friends of Barugh Green' help to further community links along with other fundraising events.

Each year pupils along with the Headteacher distribute parcels of Harvest food to pensioners in the community. It is intended that such groups will be specifically invited to our school concerts from this year.

PUBLIC ACCESS TO SCHOOL DOCUMENTS

Parents are allowed access to the following documents which are kept in school:

LA statement of curriculum policy

LA agreed syllabus for RE

LA procedure for complaints about the school curriculum and related matters

Present schemes of work

Statutory instruments, circulars etc relating to powers and duties under The Curriculum section of the Education Reform Act 1988, sent by the Department.

NATIONAL CURRICULUM ASSESSMENT RESULTS AT END OF KS1

These tables show the percentages of Year 2 children achieving each level at **Barugh Green Primary School** in 2009. The number of eligible pupils at the end of KS1 was 33.

TEACHER ASSESSMENT									
	W	1	2	2C	2B	2A	3 or above	Pupils disappplied	Pupils absent
Speaking and Listening*	0	9	55				36	0	0
Reading	0	15		3	9	33	39	0	0
Writing	3	6		15	36	21	18	0	0
Maths	0	3		12	18	39	27		
Science*	0	9	42				48		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1

These tables show the percentages of Year 2 children achieving each level **nationally** in 2008

RESULTS OF TASKS AND/OR TESTS AND TEACHER ASSESSMENT									
	W	1	2	2C	2B	2A	3 or above	Pupils disappplied	Pupils absent
Speaking and Listening*	2	11	65				21	0	0
Reading	3	13		13	22	24	25	0	0
Writing	5	15		22	27	19	12	0	0
Maths	2	8		16	25	27	21		
Science*	2	9	67				22		

Results for reading, writing and mathematics are based on tasks and/or tests in non-trial school and teacher assessment in trial schools.

*Results for speaking and listening and science are based on teachers assessment in all schools.

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS AT END OF KS2

These tables show the percentages of Year 6 children achieving each level at **Barugh Green Primary School** in 2009. The number of eligible pupils at the end of KS2 was 38.

TEACHER ASSESSMENT									
Percentage at each level									
	W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	0	0	3	3	42	50	0	0	0
Maths	0	3	3	3	42	50	0	0	0
Science	0	3	3	0	34	61	0	0	0

TEST RESULTS						
Percentage at each level						
	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	3	3	39	55	0	0
Reading	3	0	16	79	0	0
Writing	0	5	47	45	0	0
Maths	5	0	8	87	0	0
Science	3	3	3	92	0	0

These tables show the percentages of Year 6 children achieving each level **nationally** in 2008.

TEACHER ASSESSMENT									
Percentage at each level									
	W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	0	1	4	16	49	30	0	0	0
Maths	0	1	4	16	46	33	0	0	0
Science	0	0	2	12	47	38	0	0	0

TEST RESULTS						
Percentage at each level						
	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	6	13	51	30	0	1
Reading	6	6	38	49	0	1
Writing	6	26	48	20	0	1
Maths	5	15	47	31	0	1
Science	2	8	44	44	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests

pupils working at the levels of the tests, but unable to access them, formally referred to as disappplied

Summary of results for **Barugh Green Primary School** on the achievement of pupils at level 4 and above from 2000 to 2008.

	2001	2002	2003	2004	2005	2006	2007	2008	2009
English	94	92	80	95	94	97	100	88	95
Mathematics	94	92	98	98	97	97	90	93	95
Science	94	100	100	100	100	97	100	96	95
Aggregate	282	284	278	293	290	291	290	276	285

TARGETS

By law each school is now required to publish its targets for the numbers of pupils who will achieve Level 4+ and Level 5+ in English and mathematics by the end of Year 6 (KS2). For Barugh Green the targets for 2009 are:

	<u>Level 4+</u>	<u>Level 5+</u>
English	90%	40%
Mathematics	95%	50%

PUPIL ABSENCE INFORMATION

- A) The total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to 22 May 2009 — 243
- B) 4.5% of half days were missed through authorised absence.
- C) 0.6% of half days were missed through unauthorised absence

MOVING ON

Parents can apply for their child to be educated at any secondary school of their choice. In September 2009, our Year 6 pupils transferred to the following schools:

- 20 pupils - Darton High School
- 12 pupils - Penistone Grammar School
- 3 pupils - Kingstone
- 1 pupil - Oakwood
- 1 pupil - Wakefield Girls High
- 1 pupil - QEGS

ADDITIONAL ACTIVITIES ORGANISED FOR PUPILS
CHARGES AND REMISSIONS

The Governing Body recognises that in order for Barugh Green School to provide a broad and balanced curriculum it is essential that a wide range of additional activities including trips and residential experiences are planned for the children. These provide first hand experiences and enhance the thematic work planned each term.

Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school.

School Journeys in School Hours

The board and lodging element of residential activities deemed to take place within school hours.

Activities Outside School Hours

The full cost to each pupil of activities deemed to be optional extras taking place outside school hours eg theatre visits, sporting events, concerts etc.

Charging in Kind

The Governing Body can charge for ingredients and materials or require them to be provided if the parents have indicated in advance that they wish to own the finished product.

General

Nothing in this policy statement precludes the Governing Body from inviting parents to make voluntary contribution towards the cost of providing education to pupils. However no pupil will be denied participation in any visit/journey if it takes place, on the grounds that no contribution has been made on the child's behalf.

Remissions

Where the parents of a pupil are in receipt of income support or family credit, the Governing Body will remit the cost of board and lodging for any residential activity that it organises for the pupil, if the activity is deemed to take place within school hours.

In other circumstances there may be cause if family hardship or exceptional circumstances which make it difficult for pupils to take part in particular activities for which a charge is made. When arranging a chargeable activity, the Headteacher will invite parents to apply in confidence for the remission of charges in part or in full. Authorisation of remission will be made by the Headteacher in consultation with the Chair of Governors or Chair of the Finance Committee.

Privacy Notice - Data Protection Act 1998

We Barugh Green Primary School are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

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

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

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Ms S Beavers

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

<http://www.barnsley.gov.uk/schoolsprivacynotices> (LA website) and

<http://www.teachernet.gov.uk/doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc> (DCSF website)

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

Steven Horton
Head of Business Support
Directorate for Children, Young People & Families
Berneslai Close, Barnsley
S70 2HS
email: stevehorton@barnsley.gov.uk
tel: 01226 774576

Public Communications Unit
Department for Children, Schools and Families
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
website: www.dcsf.gov.uk
email: info@dcsf.gsi.gov.uk
tel: 0870 000 2288.

^A Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools