

**DANBURY PARK**  
**COMMUNITY**  
**PRIMARY SCHOOL**

*"Be wise, be happy, belong"*



**SCHOOL PROSPECTUS**

*"This is a good school with outstanding features" Ofsted 2006*



Letter from the Governors  
**WELCOME TO DANBURY PARK SCHOOL**  
“Be wise, be happy, belong”

We are delighted that you are considering Danbury Park School for your child.

Choosing a school for your son or daughter is one of the most important decisions that you ever take. The best school for your child is the one which will best meet his or her individual needs. Judging this can be difficult, schools can be varied and weighing the merits of one school against another can be a daunting experience.

We are here to help you get to know as much as possible about our school. We urge you to read this prospectus carefully, to make an appointment to talk to the Headteacher and to visit the school as we recognise that you need to be well informed in order to make the right decision. The purpose of this booklet is to explain what we, the Governors and Staff, believe is the way to provide the balanced education necessary, whilst at the same time incorporating major educational changes, which are currently taking place nationally.

Your child will receive a broad and balanced curriculum based on his or her needs. We have an extensive record keeping system charting every child's progress, which is under continual review. As parents you are encouraged to read and contribute to your child's records.

Parents are encouraged to take an active part in school life and we operate an open door policy. In addition there is a lively Parents' Association which raises funds for the school but also involves itself much more widely in a number of school activities.

We celebrate achievements not least our inclusion in “The Independents” top 500 schools in Britain, our recent highly complimentary Ofsted inspection report and receiving a DFES Schools' Achievement Award for Excellence, but we are never complacent for we always seek ways to raise further our standards.

It is impossible, to adequately describe the school in a brochure and we strongly urge you to see for yourself what we are like, to talk to teachers and bring your child round the school. You may be sure that you will receive a warm and friendly welcome.

Sophie Wilson, Chair of Governors.

## DANBURY PARK SCHOOL: ADMISSIONS POLICY

With effect from September 1998 the school's admissions policy was changed to reflect the popularity of, and consequent demand for places at our school. It is suggested that the school be the first point of enquiry regarding admission to the school.

The new admissions policy is as follows

A1 ... There is no guarantee of a place if the child (known hereafter as the applicant) lives within the school's catchment area.

A2 ... Parents may always apply for a place for their child at Danbury Park School and a place will be allocated if one is available within the year group in which the applicant's birthday falls. Applications must be made to Essex County Council Planning and Admissions – 01245 436736

B1 ... All parents who seek to gain a place in the Reception Year at Danbury Park School should apply for a place by 1 December of the academic year before the one in which the child is due to start at the school. An application form, available from Essex County Council Planning and Admissions 01245 436736 must be completed and returned to Essex County Council for **ALL** applicants by 1 December of the academic year before their child is due to start school.

C1 ... In A2 and B1 above – should more applications be received than places available using the school's number intended to admit then places will be allocated using this criteria in the following priority order:

1. Children living within the school's catchment area who have a sibling at Danbury Park School.
2. Other children living with the school's catchment area.
3. Children living outside the school's catchment area who have a sibling at Danbury Park School.
4. Other children living outside the school's catchment area.

Should there be more applicants than available places within any of the four criteria above then places will be allocated to children living closest to Danbury Park School.

The school's catchment area can be seen on the map in this prospectus. For ease of use the catchment area is:

- a. The whole of Danbury on Danbury Park School's side of the A414 except the few houses immediately west of Mayes Lane at Eves Corner.
- b. The whole of Danbury from Chelmsford up to and including the Griffin Public House on the opposite side of the A414 from Danbury Park School.
- c. All addresses in Danbury Park School's catchment area have a Danbury postal address.

Essex Education Authority is responsible for admissions to Danbury Park School and enquiries can be made on 01245 436736. A formal appeals procedure exists and details of this can be obtained from the same number.

**VERY IMPORTANT**

**ALL CHILDREN SEEKING A PLACE IN THE RECEPTION YEAR AT DANBURY PARK SCHOOL MUST APPLY FOR A PLACE AT THE SCHOOL BY 28 FEBRUARY OF THE ACADEMIC YEAR BEFORE THE YEAR THE CHILD IS DUE TO START.**

e.g. child due to start September 2009 must apply by 1 December 2009

child due to start January 2010 must apply by 1 December 2009

child due to start April 2010 must apply by 1 December 2009

and so on.

Application forms will be sent direct from Essex County Council in the October of the year preceeding that in which you child will start school i.e. if your child is due to start school in the academic year 2010/11 you will receive your forms in October 2009 and must return them by 1 December 2009.

Further information may be obtained from the Essex County Council Planning and Admissions – 01245 436736 – or the school office.

## **SAFEGUARDING CHILDREN**

Danbury Park Community Primary School takes the safeguarding of children extremely seriously and has no higher priority.

Over many years procedures have been developed that enshrine the safeguarding of all children at our school. However our school is ever vigilant about the welfare of all children: individuals, small groups, classes, year groups and the school as a whole.

School always welcomes suggestions from parents as to how it could improve further its work on safeguarding pupils and you're are invited to please send any in writing to the Headteacher.

School holds current policies on all aspects of safeguarding children all of which are available for parents to acquire from the school office.

Should you have any concerns about the safeguarding of children at our school, no matter how apparently trivial, please inform the Headteacher. Thank you

Together we can ensure the safety of our pupils.

## **Every Child Matters**

The ECM agenda is clear in its aims to promote the all round well-being of every child.

It is school's overriding concern to ensure the 5 desired outcomes of ECM are achieved by all children in this school.

### **Be Healthy**

Physically healthy; mentally and emotionally healthy; sexually healthy; healthy lifestyles; choose not to take illegal drugs.

*Parents, carers and families promote healthy choices.*

### **Stay Safe**

Safe from maltreatment, neglect, violence and sexual exploitations; safe from accidental injury and death; safe from bullying and discrimination; safe from crime and anti-social behaviour in and out of school; have security, stability and are cared for.

*Parents, carers and families provide safe homes and stability.*

### **Enjoy and Achieve**

Ready for school; attend and enjoy school; achieve stretching national education standards at primary school; achieve personal and social development and enjoy recreation; achieve stretching, national educational standards at secondary school.

*Parents, carers and families support learning.*

### **Make a Positive Contribution**

Engage in decision-making and support the community and environment; engage in law-abiding and positive behaviour in and out of school; develop positive relationships and choose not to bully and discriminate; develop self-confidence and successfully deal with significant life changes and challenges; develop enterprising behaviour.

*Parents, carers and families promote positive behaviour*

### **Achieve Economic Well-Being**

Engage in further education, employment or training on leaving school; ready for employment; live in decent homes and sustainable communities; access to transport and material goods; live in households free from low incomes.

*Parents, carers and families are supported to become economically active.*

## THE SCHOOL

*"This is a good school with outstanding features." Ofsted '06*

Danbury Park Community Primary School enjoys a unique and enviable setting on the edge of one of the county's beautiful Country Parks. Opened in 1974, the school offers attractive teaching areas and a galleried library. There is also a fine well-equipped assembly hall with adjacent kitchen for the provision of school meals.

### **The aims of Danbury Park School ...**

Danbury Park School aims to provide each pupil with the best possible education tailored to the individual needs of the child.

The school aims to provide every child with the opportunity to gain recognised achievement through the full development of the pupil's potential. Then this success, however small and in whatever area, will be celebrated.

It is our aim to be an open, friendly and accessible school in which each individual has equal value and in which the highest standards in all areas are sought. Our central concern is always the individual child who will be taught independence, self-reliance, self-motivation and self-discipline via caring, sensitive but challenging teaching.

We aim for our pupils to become confident, articulate and happy people who will see the school, and their place in it, as part of a wider community in which they, as individuals and as a group, can accept responsibility.

..... **These are our guiding principles**

## CURRICULAR AIMS

*"All groups of pupils achieve well." Ofsted '06*

At Danbury Park School we aim to develop a child's knowledge, experience and understanding to the best of their ability; to have as much independence as possible; to have an awareness of moral values and to be able to communicate their thoughts and ideas successfully to others.

Our Governing Body Curriculum Policy Statement takes account of the requirements of the National Curriculum, National Literacy and Numeracy Strategies and embodies the Local Education Authority's Curriculum Statement. We aim to enable all the children in the school to achieve levels of personal development, which will permit them to play their full part in the life of the community and in public service; to assist them to acquire skills and to develop attitudes which will enable them to benefit fully from the opportunities provided by secondary, higher and vocational education.

We carefully structure the work of the school so as to provide, as far as possible, a smooth progression and development, geared to the requirements of later education and the individual child's needs. We achieve these aims by offering a wide and varied curriculum, learning by experience and discovery, which occurs alongside a more formal, traditional approach and by providing a stimulating and happy environment for both pupils and staff alike.

## **CURRICULUM ORGANISATION**

*"The school provides a broad curriculum that gives pupils a well rounded education." Ofsted '06*

Throughout the curriculum we place emphasis upon the children working with meaning and understanding. Whilst emphasising basic skills we teach within a coherent framework, which encompasses all of the National Curriculum subjects and Religious Education. Integrated into our curriculum the themes of health, safety, environmental and community education. The rich local environment and interest of the children are included wherever possible. In this way, although children range over broad areas of experience, they are encouraged to study in depth. We aim to stimulate the children's natural curiosity, encourage them to think critically and develop a scientific approach to solving problems. Our National Curriculum plans have been used as a model of exemplary practice.

## **THE CURRICULUM**

*"A wealth of purposeful and imaginative learning opportunities are organised." Ofsted '06*

Our primary school is organised to cater for boys and girls from the term in which they become 5, until they transfer to secondary school at 11 years of age. The children are divided into classes according to age. There is no streaming and children generally change classes according to age, once a year, in September. The teacher for each class is responsible for the children's work, although the child may at times, be working with other teachers in other parts of the school. Children progress through the whole curriculum, which includes all aspects of the National Curriculum, on an individual basis. Special care is taken with tailored programmes of work being provided for children with special educational needs.

## **PRE SCHOOL LINKS**

At Danbury Park School we are very proud of the excellent relationships and the liaison programme we have built with local pre-schools and nursery schools.

Each term our Reception class teacher spends two mornings visiting and working alongside the children and staff at Danbury Pre-schools. These visits help familiarise the children and their parents with a 'school face', easing any anxieties and ensuring a smooth transition to school.

In addition the Pre-School spend a morning each term visiting us at Danbury Park School. They work with the Reception children, engaging in various play, physical and craft activities during their morning. Our oldest children, the Year 6s, also join us to help with cutting and sticking, playing with bats and balls or making that Lego model even taller ... we don't know who has more fun! The Pre-school children love seeing their old friends who have recently moved up to 'big school' and also enjoy making new friends. They become familiar with the school building, its surroundings and the staff. They also gain confidence in school routines, such as standing still when the bell rings.

During the school year we also invite the Pre-schools to two special events. In the autumn term we have a pre-school Christmas Extravaganza. The children visit our school to spend a morning on Christmas activities, making cards, hats, decorations, singing Christmas songs and listening to stories. On leaving, each Pre-school visitor receives a Christmas card and a small gift from the school. Later, in the summer term we have a very successful Pre-school picnic. Together with the Reception class they spend a fun afternoon taking part in a variety of organised activities; perhaps a treasure hunt, a low-level obstacle course and a bouncy castle. This is followed by a splendid picnic tea prepared by the reception class. In all these ways and with an ever-growing range of events, school becomes a familiar place where we go to work, learn and make new friends.

## **THE RECEPTION YEAR**

*'In the Foundation Stage the curriculum is outstanding.'* Ofsted '06

We admit children full time into school at the start of the term in which they will become five years old. We have three intakes during an academic year; September, January and April.

At Danbury Park School we are aware that the first day at school can be a traumatic experience for both child and parent. Therefore we place great importance on the excellent pre-school links and the new intake programme we have established to ensure a smooth and happy transition from home to school.

During the half term prior to joining the Reception Class, your child has the opportunity to make weekly visits to school. Each Thursday afternoon the new intake children can share a parent/child reading session, take part in structured play and craft activities with the present Reception class, join in some songs and rhymes and listen to a story. The Reception teacher will help the children familiarise themselves with the layout of the classroom and routines. The teacher will also take them on a tour of other areas of the school, perhaps visiting the music room, the secretary's office or the playground.

On entering the Reception Class your child will follow the curriculum outlined as the Foundation Stage (ages three to the end of the reception year) and its six areas of learning.

- Personal, social and emotional development e.g. taking turns and sharing fairly, understanding what is right, what is wrong and why.
- Language and literacy e.g. listening with enjoyment and responding to stories, song and other music ... hear and say initial and final sounds in words and short vowel sounds within words e.g. b-a-t.
- Mathematical development e.g. count reliably up to 10 everyday objects ... use everyday words to describe position ... begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
- Knowledge and understanding of the world e.g. find out about, and identify, some features of living things ... ask questions about why things happen and how things work e.g. brakes on a bicycle.
- Physical development e.g. travel around under, over and through balancing and climbing equipment ... handle tools, construction objects and malleable materials safely and with increasing control.
- Creative development e.g. art, design, music, dance, imaginative and role-play and stories.

The Foundation Stage identifies 'Stepping Stones' of progress towards the Early Learning Goals. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. However, we are aware that during the Reception Year many children will have exceeded the goals and others will be working towards these goals. These differing individual needs are met in all curriculum areas e.g. by providing a wide range of reading material from simple repetitive-word stories to early paperbacks, by supporting independent writing with sentence-makers to providing personal dictionaries or by selecting a variety of ways in which to record scientific investigations.

Elements of the literacy hour and the daily mathematics lesson are gradually introduced. By the end of the reception year the children are familiar in taking part in a full literacy hour or daily mathematics lesson, compulsory in Year One.

### **THE EARLY YEARS (FOUNDATION AND KEY STAGE 1)**

*"In Years 1 and 2 pupils ... attain exceptionally high standards." Ofsted '06*

During their stay in Key Stage 1 at our school children learn to operate, individually and in groups, to listen attentively, ask and answer questions, respond to complex instructions, describe events and be aware of others. They will develop more control of their bodies and be able to use simple games apparatus.

To enhance the topics investigated in Science, Art, History and Geography, visits are made to both the local environment and further afield e.g. Colchester Zoo to look at pattern and camouflage. Visitors are invited into school to develop the children's awareness of other aspects of the world e.g. a guide dog and her owner when learning about the five senses. There are many other activities which are enjoyed by Key Stage 1 including hosting the Pre-School Picnic, Harvest and Christmas Presentations and the Annual Infant Music Festival for Year 2 children.

In Year 2 (end of Key Stage 1) all the children sit the Key Stage 1 National Curriculum tests.

### **KEY STAGE 2 (AGES 7 – 11 YEARS)**

To make the curriculum more relevant, interesting and challenging our Key Stage 2 children now study the International Primary Curriculum which school feels is the best curriculum for our pupils.

### **THE MIDDLE YEARS (LOWER KEY STAGE 2: AGES 7-9 YEARS)**

*"Pupils continue to make good progress in Years 3 - 6" Ofsted '06*

By this stage, children are usually able to be reasonably systematic in their approach to work and sustain longer periods of concentration on an activity. They will start to share their experiences with others and become increasingly aware of the differences in people. They become appreciative of the variety of circumstances within the world.

Writing is for a variety of purposes, drafting becomes possible and children begin to understand the differences between genres. Children have the opportunity to write collaboratively. Increasingly complex stories and poems are read and written. A range of literature and non-fiction material is available to the children for their enjoyment and interest. Simple play scripts are performed and written by the children. Children take an increasing pride in their presentation.

In maths children will be using the four rules of number and begin to investigate more complex patterns and mathematical problems. Estimating is important. Children's mental calculation becomes more confident and independent with a wide range of taught strategies. Tables will need to be learnt. Children use a range of metric units and select the appropriate ones for the task in hand.

In Science children will become independent in the investigative process and have a clear idea of what is a fair test. They will be making and testing predictions and describing and explaining their results. They

are starting to use a range of information sources. Basic life processes will be studied, along with the main stages of the human life cycle. Materials and physical processes will be investigated.

Children will become more confident and independent using information technology, including databases, data handling and modelling, presenting and communicating software. The children will use e-mail.

Children will use a wider variety of historical sources and begin to distinguish between fact and opinion. They will begin to empathise with people who lived in the past. They will undertake a variety of geographical studies. Other religions and beliefs are explored and children are encouraged to join discussions; listening, questioning and sharing. They will be more adventurous and inventive in their physical games, co-ordinating their movements and starting on team games. Their artistic skills are developed enough for fabric work, sculpture and pleasing representational drawing and painting.

### **OLDER CHILDREN (UPPER KEY STAGE 2: AGES 9-11 YEARS)**

*".. by Year 6 standards overall are exceptionally high." Ofsted '06*

By the time children leave our school we aim for them to take ever-increasing responsibility for their own learning, to tackle assignments with increased independence and raise questions to broaden their experience. We actively encourage them to think critically about their own work and that of others and within this framework they are encouraged to express their ideas confidently, demonstrating sensitivity towards others and an awareness of global issues. Opportunities to celebrate successes, either individually or as part of a team, are considered to be paramount and address both the academic and practical aspects of learning at local and national level.

Children will be introduced to sophisticated reading skills such as skimming and note taking. Writing skills are developed and adapted according to need often using, as a role model, the works of recognised authors to enrich their own work. Through their reading they will encounter a wider range of material in both fiction and non-fiction books that encompasses both classical and modern writers. Use of appropriate vocabulary, the role of varied phrases, accurate spelling and more complex sentence structure will be taught, as children become increasingly fluent and able to write effectively at some length. Many will have developed a pleasing and mature written script and some will be confidently using calligraphy skills.

Mathematically the children will use estimation to support increasingly complex calculations that invariably involve more than one process. They will develop mental strategies even further and explain their rationale. Throughout number and shape, patterns will be sought and theories investigated as formulae are developed. Application is crucial with all elements, for example, percentages and data handling related to everyday life.

The major differences between groups of living things will be explored, the key factors in decay and recycling, major organ systems and their processes will be studied. Reproduction in plants and animals will be discussed simply and ideas for good health and body maintenance introduced. Environmental issues will be discussed. Materials will be compared and their properties related to uses. Changes of state and studies of light and sound will also take place. Investigations will be planned, variables identified and controlled, materials selected, appropriate tools and methods used in a much more systematic and methodical way.

They can exercise greater control over their bodies to produce sequences of movement that are both inventive and adventurous. Team skills are developed with the opportunity to enter rallies and compete with other schools.

They will have used a wide range of art media, and been introduced to varied craft activities. Many will be capable of fine detail and mixing techniques. They will be able to design, plan and execute their plans for detailed and complex models, often linked with the computer. They will have been introduced to a range of musical experiences involving composing and playing as well as singing.

Local studies will be related to world studies, trips of greater distance and complexity will be undertaken, archive and other source material will be used to extend studies beyond the village. Map-work, both small scale locally and using globes and atlases will be undertaken. In-depth local ecological studies will take place. Beliefs and customs beyond those directly experienced will be explored. The social skills associated with good citizenship are taught and developed.

As a vital and integral part of their studies children at this stage will be expected to use, with increased independence, up to date technology through open and planned access to resources in the ICT suite, including the use of e-mail. Classroom computers are also used to support and extend learning.

### **SCHOOL JOURNEY**

*"They [children] are acquiring many skills useful to them in later life" Ofsted '06*

Our Year 6 children are all able to participate in a School Journey during their final term at our school. On this we take the children away for one week to stay in top quality accommodation in a town with rich educational interest. We have stayed in York, Ilfracombe, Matlock, Canterbury, Stratford and Cardiff in recent years and all of our School Journeys have produced work of a superb quality. In 2007 the first overseas School Journey took place when our Year 6 children spent a week in Bruges

### **LITERACY**

*"... standards are exceptionally high in reading and well above average in writing." Ofsted '06*

Language is the means through which we all communicate therefore good literacy skills are essential. Teaching children to read and write successfully is at the heart of our language teaching but we also recognise that literacy extends beyond just these skills, so speaking and listening and drama also play an important role within our work.

At Danbury Park School our language teaching follows the basic format and objectives recommended by the National Literacy Strategy. However, we adopt a flexible approach in order to allow us to build upon the strong language teaching in the school and to place extra emphasis on those areas that we feel are really important to our children.

Our approach to teaching literacy is based on:

- Dedicated literacy lessons every day of up to 60 minutes
- Appropriate differentiation to allow all children to succeed and make good progress in language work.
- Direct teaching and interactive oral work with the whole class and with groups.
- An emphasis on accurate grammar, spelling and punctuation.
- Imaginative and varied approaches in order to motivate all the children.

Literacy teaching at Danbury Park School also recognises the importance of linking literacy and language skills to learning in other areas of the curriculum.

Literacy based homework is set regularly. Each child brings home a reading book on a daily basis and we ask that your child be heard to read regularly at home. All children are also set spellings to learn which are tested every week.

In addition we also run a very successful book award scheme, which allows the children in Key Stage Two to read from a wide range of books and work towards gaining a certificate, which is presented to the children in assembly on completion of each award.

## MATHEMATICS

*“Standards in mathematics have been exceptionally high consistently for the past five years and this is a key strength.” Ofsted '06*

Mathematics is a key life skill. Without basic mathematical skills, your child will be disadvantaged throughout life. Crucial to all the mathematics we teach in UNDERSTANDING and this will be emphasised throughout our mathematics programme in order to ensure long-term success.

At Danbury Park School our mathematics teaching follows the format recommended by the National Numeracy Strategy.

Our approach to teaching is based on four key principles.

- Dedicated mathematics lessons every day.
- Direct teaching and interactive oral work with the whole class and groups.
- An emphasis on mental calculation.
- Controlled differentiation, with all pupils engaged in mathematics relating to a common theme.

A daily mathematics lesson is forty five to sixty minutes in length. In year 1 – 6 a typical lesson is structured like this:

- **Oral work and mental calculation** (about 5 to 10 minutes) – whole class work to rehearse, sharpen and develop mental and oral skills.
- **The main teaching activity** (about 30 to 40 minutes) – teaching input and pupil activities. Work as a whole class, in groups, in pairs or as individuals.
- **A plenary to round off the lesson** (about 10 to 15 minutes) – work with the whole class to sort out misconceptions and identify progress, to summarise key facts and ideas and what to remember, to make links to other work and discuss the next steps.

At Danbury Park School we also recognise the importance of finding time in other subjects for our children to develop and apply their mathematical skill. For example, we plan regular opportunities for measuring in science and design and technology, collecting and presenting data in history, geography and ICT and we use properties of shapes and patterns in art.

Mathematics homework is set regularly. All children take home a weekly maths game/task; in addition our older children are set times tables to learn which are tested each week.

## **SCIENCE**

*"All groups of children achieve well." Ofsted '06*

Science is about children exploring, questioning and investigating to make sense of the world around them. The ability to think creatively, critically and scientifically is key to our teaching at Danbury Park. We believe children should be taught to ask and answer questions scientifically and develop understanding and curiosity through practical experience. We aim to help the children see the relevance of science to everyday situations and the importance of science and its discoveries.

At Danbury Park Primary School our science teaching is based on the National Curriculum 2000 and progression is planned through our whole school scheme of work. Science is both a process and a body of knowledge and we plan clear objectives and structured lessons so that skills and understanding can be acquired, reinforced and extended.

The science teaching at our school is planning through scientific enquiry and the three broad areas of scientific knowledge:

- Life processes and living things
- Materials and their properties
- Physical processes

Scientific enquiry is concerned with asking questions, selecting approaches and planning and evaluating investigations. It is about predicting, collecting evidence, reviewing their own work and then connecting this with the world around them.

Scientific enquiry can take many forms and we aim to provide a varied, stimulating and practical approach to science throughout the school, which is appropriate to the age and ability of the child.

Within the science planning we also highlight and encourage links to literacy, Numeracy, ICT and the wider curriculum especially in developing a sense of respect, curiosity and understanding about our world.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*"Pupils develop a good range of skills in ICT." Ofsted '06*

The children at Danbury Park Community Primary School have the use of full ICT facilities from the Reception Class to Year 6 on a weekly basis, in addition to the use of a similar machine based in their classroom for daily access. We were among the first in the county to take part in the National Grid for Learning (NGFL).

The ICT suite comprises a network of PCs with internet access and colour printing facilities, enabling the delivery of not only ICT skills but cross-curricular IT activities as well. In addition we have the use of a scanner, digital camera, date logging software, a 'floor turtle' (Roamer) and a control interface for use with switches, buzzers, lights and motors. All leading to some very interesting ICT projects.

In the Reception class the children learn how to hold a mouse and drop and drag icons on a prepared screen. They will be able to use a graphics programme e.g. to produce and print out a picture of their pet. They will be able to write simple captions and phrases using a word processor and listen to talking books on CD ROMS.

In Key Stage 1 their use of graphic tools become more refined and the children are able to merge graphic and text on to one sheet. They become more skilled in their word processing, aligning and underlining titles and changing font and colours. They will experiment with clip art and produce simple graphs reflecting their Science and Mathematical activities. They will also begin to learn research skills using CD ROMS. The children will give simple instructions to a floor turtle to guide it around a mapped out track. The children learn to save and retrieve work with support.

In Key Stage 2 the children will consolidate their use of word processing and graphic packages, enhance their work with clip art, digital cameras, edited downloads from the Internet and send and receive e-mails. They will become skilled in researching the Internet for information and log data appropriate to their Science and Mathematical investigations. They will be able to programme screen turtles to produce intricate mathematical shapes with repeated patterns. They will begin to produce and edit articles for an internal website (Intranet). Their multimedia presentations may eventually include music and video clips. Children will build up a portfolio of their ICT presentations by saving work to their own named folders.

School has interactive whiteboards in each classroom, which offer so much to the teaching and learning in school.

School is moving away from a fixed ICT suite to mobile laptop trolley. Each trolley contains 16 laptops which are taken to a class for their use. All laptops are networked, have internet and email facilities and have work folders for every child in the school. These laptop trolleys are very popular with the children who produce fantastic work on them

### Security

All computers in the ICT suite have a protective front end to prevent tampering and the Internet access is filtered by the ISP and password protected (staff use only). No child is allowed access to the Internet without the presence of a member of staff or delegated parent helper.

## **RELIGIOUS EDUCATION**

*"They visit temples, synagogues and churches .. and support many charities." Ofsted '06*

The school has a clear RE policy, which outlines the content of the work to be taught, which follows the Essex Agreed RE syllabus.

In it's RE work the school teaches respect for others' beliefs and aims for all children to learn that all religions and cultures contribute a great deal to the diversity of life. At no time does the school attempt to preach or convert to a particular faith.

Christianity is taught in all classes each year with Judaism and Hinduism taught at Key Stage 2.

School assemblies are Christian based but will include aspects of implicit RE such as the beauty of nature, friendships, citizenship etc. There is a daily assembly and a weekly lesson devoted to RE in each class.

Parents who hold religious beliefs, which may not be compatible with our stated aims, are invited to discuss this with the Headteacher to ensure all beliefs are acknowledged. Parents are entitled to withdraw their child from RE lessons and/or the daily act of collective worship and are invited to contact the Headteacher regarding this.

### **HEALTH AND HYGIENE**

*"Healthy eating is very well supported by fruit snacks and well balanced meals." Ofsted '06*

As a school we are obviously aware of the importance of Health Education and our schemes or work include the study of food, healthy eating, exercise, personal hygiene and dental care. It is always our policy to answer children's questions truthfully and naturally as they arise. Key Stage 1 children are offered a free piece of fruit or vegetable each day.

### **SEX EDUCATION POLICY**

Specific sex education is offered to Year 4 children following consultation with their parents along with the opportunity for them to review any video material their children may be shown. This part of their education is part of their normal Science work and as such, will be covered in great depth and will be taught by the class teacher supported, where appropriate, by the school nurse, local midwife and different visits which can be arranged. It is felt that Year 4 children (aged 8-9 years) are mature enough to comprehend the concepts taught but young enough to avoid emotional embarrassment often encountered by older children. This also forms part of an on-going programme or work on personal development, which takes children from the Reception year to leaving our school for Secondary School.

Year 6 children study aspects of sex education relevant to their age and the onset of puberty.

Naturally subsequent talks given by the School Nurse concerning any area of personal development carry an open invitation to parents to attend along with their children.

Throughout the school the question of reproduction of species is always approached in a factual, open and unemotional manner.

### **SPORT**

At Danbury Park School sport is highly valued and eagerly promoted. We aim for all children to have the opportunity to participate in sport on both lesson time and in extra curricular clubs. The children are taught skills relevant to their age and ability with these skills being applied to small-sided games. Sport is made enjoyable and fun but those children who wish to pursue it to school team level are taught the need to make a commitment in both time and effort.

The school teaches football, netball, hockey, rounders, cricket, athletics, gymnastics and swimming to children in P.E. lessons. Each child will receive a games, gymnastics and a dance lesson each week. Games lessons are taught in the better weather months of September October and March to July.

The school uses the skills of major sports clubs running coaching courses by for example, the Essex County Cricket Club, Chelmsford City F.C., Danbury Tennis Club, Chelmsford Hockey Club and Chelmsford Rugby Club. We are one of six partner primary schools working closely with Great Baddow High Sports College.

The school runs school teams in football, netball, gymnastics, rugby, basketball and athletics. We play friendly matches against local schools and enter competitions. Every child has the opportunity to represent the school in football and netball, should they wish to, for the competition is selected on ability whilst the team for friendly matches gives everyone who wants to play a game. In recent seasons we have won inter-school trophies in football, netball and athletics. We have won medals in gymnastics at district, county and regional level and have competed in the British National Finals. In the past 17 years the school has won 46 inter school sports trophies.

The school teaches the lessons of being good hosts and visitors, of being modest victors and gracious losers, and of the vital lesson that "it is only a game". Children are taught that the authority of the referee is always to be respected.

### **SWIMMING**

The revised 2000 National Curriculum made swimming a compulsory part of a school's PE programme. We take our Year 3's to Riverside in Chelmsford where a variety of swimming skills are taught from learning to swim to diving and personal survival for expert swimmers.

We also run an after school swimming course designed for competent swimmers who will learn water skills and early life saving skills.

### **SPECIAL EDUCATIONAL NEEDS**

*"All pupils achieve well." Ofsted '06*

All children are special. However, we recognise that the needs of some children require extra attention, which the school provides, whether the need is due to very high ability, a learning difficulty or a physical problem.

The school has a comprehensive SEN policy, which clearly outlines strategies used to ensure all children, from the academically weakest to the most able, achieve their potential as learners.

The school employs an SEN support teacher and teacher assistants who work with identified children following the child's individual education plan. The Essex Stages of Assessment, the SEN programme set up by Essex LEA, is carefully followed. Parents are involved at each stage of the SEN process with regular parent-teacher meetings to discuss the child's individual education plan and suggestions for parental help at home.

The school continually seeks ways to extend and improve its SEN work through close liaison with related outside agencies, In Service Training and self-evaluation.

### **OUT OF SCHOOL INVOLVEMENTS**

*"Pupils are very involved in the local community." Ofsted '06*

We believe that the children should have the opportunity to meet with other schools to celebrate different aspects of schoolwork. The social as well as academic benefits can be tremendous.

Regular friendly sports matches against local schools teach the skills of being good hosts and visitors as well as good sports players. We take part in the annual district tournaments for football, netball, rounders, gymnastics, rugby, basketball and athletics teaching the Olympic value of participation in good spirit as being most important. This spirit allows us to win (which we always work hard to do), or not, with dignity. We compete at area, county and regional level in gymnastics.

We take part in the Chelmsford Infant Music Festival, as well as various concerts for Barnardo's. We have participated in events based on robotics, e-learning, rocketry plus scientific and mathematical problem solving.

Our aim is to encourage as many children to participate in as wide a range of competitions, festivals and fixtures as possible. We pride ourselves in the standard of performance we achieve through practice, preparation and commitment.

### **CHARITY**

*"Pupils .... Support many charities." Ofsted '06*

Our school feels itself to be an integral part of the village community and seeks constantly to play an active role in village life.

Elsewhere in the prospectus you will read about our links with pre-school groups in the village. We also have strong links with the Senior Citizens Groups of the village.

We have strong links with the village's Anglican Church and Danbury Mission. The rector and team leader take regular assemblies at school and we use St. John's Church for a variety of work themes.

We aim to support village activities. Our dancing team has performed maypole and country dancing at the Church Fete, we contribute to the parish magazine and take part in the annual village spring clean. We have been awarded a Chelmsford Borough Council Environmental Award.

The children are also taught to appreciate the village's heritage via studies of buildings, etc. and its amenities by visits to various shops, industries and of course the Country Park. Local history and geography figure high on our curriculum. Therefore we show the children the need to respect and work for all aspects of our lovely village.

On a national and international scale we sponsor three orphans from the South East Asia Tsunami and regularly support Barnardo's, Children in Need, Comic Relief and Chelmsford Borough Council via fund raising. We sponsor three children orphaned in the SE Asian Tsunami, which has given school an international perspective.

### **HOMEWORK**

All children are encouraged to read aloud every evening. Spellings and multiplication tables are set to be learnt as appropriate. Years 5 and 6 children have formal homework each weekend.

### **PARENTS AND SCHOOL**

We value our relationship with parents and believe that a close partnership between home and school is an essential ingredient for a happy and successful school. How this can work in practice is outlined in the

Home-School Agreement, a document that describes the contribution parents and the school can reasonably be expected to make to help a child reach their full potential. Both parents and the school are asked to sign a copy of a demonstration of their individual and joint responsibility towards the child's education.

Many opportunities are provided in school for parents to be actively involved with their children's education on a day-to-day basis.

- Activity days/weeks when the whole school takes a 'hands on' creative approach to learning an area of the curriculum and parents are invited to join in. In the last year there has been a Maths and Science Day and more recently, a Creativity Week concentrating on art, drama and music.
- Attending meetings with your child's teacher to discuss your child's progress. Staff also try to be available before and after school for more informal matters or at other times by appointment.
- Supporting your child at assemblies and other events performed during the year
- Providing help in the classroom and escorting children on school trips.
- Helping to run one of the many extra-curricular clubs e.g. football, gym, drama.
- Five or more parent governors are required to serve on the Governing Body.

Reports about a child's progress and achievements are sent out at the end of the school year. At the beginning of each term parents also receive a detailed description of the topic their child will be studying in the following weeks. In this way parents know what their child should be achieving and how they can help. In the absence of formal homework children are encouraged to follow up work going on at school, ready regularly and learn their spellings and multiplication tables at home.

The Headteacher is always willing meet parents and discuss any aspect of their child's education – however trivial it may be. Appointments for before, during or after the school day can be made via the school office. While these are subject to availability, which is described in the previous week's newsletter, he will always endeavour to see parents as soon as possible. More informal matters can usually be discussed at 9 a.m. each day.

The school welcomes children moving from other schools and makes a special effort to help them feel happy and settled. Wherever possible, children and their parents are encouraged to visit the school before starting so they have met their classmates and class teacher and familiarised themselves with their surroundings.

### **SCHOOL UNIFORM**

The school recognises the importance of building a sense of identity and belonging in the pupils. To this end the school strongly encourages the wearing of the school uniform. We value the partnership with parents and pupils in the implementation of this policy. School uniform can be easily obtained from our suppliers Schoolwear Plus in Chelmsford and book bags are available from the school office.

## **JEWELLERY**

Children are advised not to wear jewellery with the exception of sleeper/stud earrings. Injury resulting from the wearing of jewellery cannot be regarded as the responsibility of the school.

## **SCHOOL ARRIVAL/ABSENCES**

School places great emphasis upon punctuality and children are expected to arrive on time. A member of staff will be in the playground from 8.50 a.m. If however, your child is late please inform the school office on arrival where you will be asked to sign your child in.

If your child is absent please telephone to inform the school by telephoning 01245 224994 and leaving a message on extension 21 and then you must send a letter when your child returns to school explaining the absence.

## **MEDICINES**

The school is happy to facilitate the administration of medicines providing that parents complete a medicine form which is obtained from the school office and the medicine is clearly labelled with:

Childs name

Name and dosage of medicine

Asthma inhalers are also kept centrally for the child to use as required. Please note the expiry date of any medication as the school cannot be held responsible for this and will not administer medicine that is out of date.

## **FOOD**

A hot lunch is prepared at school: dinner money for a week or part week must be sent on Monday mornings. If you feel your child may be eligible for free school meals a claim form is available in the School Office. Alternatively children may bring a packed lunch, or may go home if collected and returned by a parent.

Children may bring clearly labelled food for consumption during playtime. Water fountains are also in operation at school. Children may bring a bottle of water to have on their desk to allow a drink to be taken whenever required. Foundation and Key Stage 1 children are offered a piece of fruit or vegetable each day.

## **SUMMARY OF THE SCHOOL'S CHARGING AND REMISSIONS POLICY**

### **1. Introduction**

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of individual or group music tuition.

### **2. Voluntary contributions**

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may

include children whose parents have not paid any contribution. We do not treat these children differently from any others.

If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each trip is funded. The school provides this information on request.

The following is a list of additional activities organised by the school, which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums;
- sporting activities which require transport expenses;
- outdoor adventure activities;
- visits to the theatre;
- school trips;
- musical events.

### **3. Residential visits**

If the school organises a residential visit in school time or mainly school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education. However, we do make a charge to cover the costs of board, lodging and travel expenses. If parents are experiencing financial difficulty they are invited to write in confidence to the headteacher

### **4. Music tuition**

All children study music as part of the normal school curriculum. We do not charge for this.

There is a charge for individual or group music tuition if this is not part of the National Curriculum. The peripatetic music teachers teach individual or small group lessons. We make a charge for these lessons. If parents are experiencing financial difficulty, they are invited to write in confidence to the headteacher. We give parents information about additional music tuition at the start of each academic year.

### **5. Swimming**

The school organises swimming lessons for all children in Year 3. These take place in school time and are part of the National Curriculum. We make no charge for this activity. We inform parents when these lessons are to take place, and we ask parents for their written permission for their child to take part in swimming lessons. There is usually a request for voluntary donations for transport costs.

### **6. After School Clubs**

Some activities after school are run by private organisations and require parental contributions to allow the child to attend the club. These include the following but not exhaustive list:

- Tae Kwon Do
- Chelmsford City Football Club
- Grundy Gym Club
- 1<sup>st</sup> Danbury Guides

## **COMPLAINTS PROCEDURE**

Parents have daily access to the Headteacher as well as class teachers and are encouraged to raise any problem with the relevant member of staff at an early stage. Should a complaint be necessary a formal interview with the Headteacher can always be made. Should this not satisfy the parent, details of the County's formal complaints procedure can be obtained from the school.

## **PRAISE PROCEDURE**

Parents are always encouraged to make appreciative comments regarding the quality of their child's education.

## **INSURANCE**

The County does not provide accident insurance cover for any child in school. This is viewed as the individual responsibility of parents.

## **SCHOOL, COUNTY AND NATIONAL POLICIES**

Copies of all such policies are held at school for parents to view. Please contact the Headteacher.

## **SECURITY**

The school treats security very seriously. Even in a lovely area such as Danbury we are never less than vigilant in our care of the pupils. The school has an effective security system on the main entrance and each class is equipped with its own security system. No child is ever allowed off the premises during school time unless personally collected by their parent or carer. After school no infant is allowed off the premises until collected by their nominated collector. The school and parents in partnership, however, wish the school to remain a friendly and approachable place and so security exists in a sensitive and unobtrusive way.

## **PRIVACY NOTICE - DATA PROTECTION ACT 1998**

We Danbury Park Community 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, 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 the school office

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

- <http://www.essex.gov.uk/> and follow the links to Learning / Schools / Privacy Notices

If you are unable to access this website, paper copies of this information can be obtained from the school office

### **THANK YOU FOR READING OUR SCHOOL PROSPECTUS**

You will appreciate that a prospectus, no matter how well it is written, can only give you a flavour of a school and its work. We are very proud of Danbury Park School and feel that a fuller insight can only be gained by seeing us in action. If your interest has been raised, your next step is to make an appointment to meet the Headteacher and receive a tour of the school.

#### **And finally .....**

..... Danbury Park School is an open, friendly and approachable school in which each child is highly valued and their individual strengths are recognised. The school constantly strives to achieve the highest standards in all areas of school life and celebrates the achievements of all its pupils.

Set on the edge of a beautiful Country Park with a body of enthusiastic and supportive parents, the school is a fine place to be. We hope to have the opportunity to give your child the best education it is possible to receive.

## DANBURY PARK SCHOOL COURTESY CODE

At our school everyone tries to:-

- ❖ Respect other people's views
- ❖ Respect other people's belongings
- ❖ Care for other people's feelings
- ❖ Help anyone in need
- ❖ Listen when someone else is speaking
- ❖ Be polite and well mannered
- ❖ Take turns
- ❖ Take pride in their work and other people's work
- ❖ Look after the school and its grounds
- ❖ Do their best

..... Signed

The children and adults of Danbury Park School

A WARM WELCOME AT DANBURY PARK SCHOOL AWAITS YOU

**ANTICIPATED CLASSES 2009-10 (Summer Term 2009)**

CLASS A ..... YEAR 6 ..... 30 children

CLASS B ..... YEAR 5/6 .... 30 children

CLASS C ..... YEAR 4/5 .... 30 children

CLASS D ..... YEAR 3/4 ... 30 children

CLASS E ..... YEAR 3 ..... 30 children

CLASS F ..... YEAR 2 ..... 30 children

CLASS G ..... YEAR 1/2 ... 28 children

CLASS H ..... YEAR 1 .....28 children

CLASS J ..... YEAR R ..... 28 children

**NATIONAL CURRICULUM YEARS**

All have their appropriate birthday between 1 September and 31 August

YEAR 6 ... aged 11

YEAR 5 ... aged 10

YEAR 4 ... aged 9

YEAR 3 ... aged 8

YEAR 2 ... aged 7

YEAR 1 ... aged 6

YEAR R (Reception) aged 5

**RECEPTION CLASS INTAKES**

SEPTEMBER ... Children born between 1 September and 31 December

JANUARY ..... Children born between 1 January and 30 April

APRIL/MAY ..... Children born between 1 May and 31 August (After Easter)

## **BOARD OF GOVERNORS**

<b>Name</b>	<b>Appointment</b>	<b>Termination</b>
Vacancy	Local Authority	
Mr. J. Webb	Local Authority	2010
Mrs. M. Crouch	Local Authority	2013
Mr. R. Matthews	Community	2010
Vacancy	Community	
Mrs J Beaumont	Community	2011
Mr. I. Scott	Community	2013
Vacancy	Parent	
Mr. M. Galbraith	Parent	2009
Vacancy	Parent	
Mrs. E. Simmons	Parent	2010
Mrs S. Wilson	Parent	2011
Mrs C Watts	Parent	2012
Mr. M. Arnold	Headteacher	Ex-Official
Vacancy	Staff	
Vacancy	Staff	
Mrs. T. Sewell	Staff	2012

## **SCHOOL TERM AND HOLIDAY DATES – ACADEMIC YEAR 2009 –10**

Autumn Term 2009                      Wednesday 2 September 2009 – Friday 18 December 2009

Half-term 26 - 30 October 2009

Spring Term 2010                      Monday 4 January 2010 – Thursday 1 April 2010

Half-term 15 - 19 February 2010

Summer Term 2010                      Monday 19 April 2010 – Thursday 22 July 2010

Half-term 31 May 2010 – 4 June 2010

Non Pupil Days                      Wednesday 2 September 2009  
Monday 2 November 2009  
Monday 4 January 2010  
Monday 7 June 2010  
One other To Be Confirmed

**Number of pupils at September 2009                      - 236**

**Number intended to admit during Academic Year 2009-10                      - 40**

<b>School times</b>	<b>9.00 a.m. – 3.25 p.m.</b>
<b>Playtime</b>	<b>10.40 a.m. – 10.55 a.m.</b>
<b>Lunch</b>	<b>12.15 p.m. – 1.15 p.m.</b>

**Teaching Time: 25 hours and 25 minutes per week**

**Status – Infant and Junior mixed aged rising 5 to 11 years**

**Authorised absence rate 2008-2009:                      3.4%**

**Unauthorised absences as a percentage of total absences 2008-2009:                      0.02%**

# Looking after your child's personal data

Guidance from the Government and your Local Authority,  
Essex County Council

*This notice is provided by law for distribution to the parents or carers of all children in maintained schools who are under 12 years old; and directly to all children and young people of 12 years and older in maintained schools. The purpose is to inform them of the kinds of personal data held and shared by various public bodies; the reasons why it is held and shared; and how personal data can be accessed.*

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

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

The **Local Authority** uses information about children for whom it provides services to carry out specific functions for which it is responsible. These include notifying parents of children approaching school age of the arrangements for applying for a school's place; and the assessment of any special educational needs the child may have. The Authority also has a duty to identify children who are not receiving their entitlement to education. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual children cannot be identified from them. LAs have a duty under the Children Act 2004 to cooperate with their partners in health and youth justice to improve the well-being of children in their areas. As part of this duty they will be required to maintain the accuracy of the information held on the Information Sharing (IS) Index about children and young people in their area (see IS Index under Department for Education and Skills).

The LA has also published a leaflet, *Seeing your personal education records held by your school or the local authority*, which can be viewed on the ECC website under Living / Your right to know, or a paper copy may be requested through ContactEssex on **0845 603 7627**.

The **Qualifications and Curriculum Authority** uses information about pupils to administer national curriculum assessments throughout Key Stages 1 to 3. This includes both assessments required by statute and those that are optional. The results of these are passed on to DfES to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

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

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

The **Department of Health** uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and deliver the Public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. The Department of Health will also provide aggregate PCT level data to the Healthcare Commission for performance assessment of the health service.

**Primary Care Trusts** use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight. In Essex, under a special data sharing agreement called the 'Essex Trust Charter', the PCTs supply to the LA, addresses of children approaching school age so that the Authority can write to their parents with information about how to apply for a school place. Under the same agreement, the PCTs also provide the LA with data on all children in Essex which helps us to identify children who are not receiving the education to which they are entitled.

The **Department for Education and Skills** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school.

The Children Act 2004 provides for the Secretary of State to issue Regulations requiring the "governing body of a maintained school in England" to disclose information for inclusion on the Information Sharing (IS) Index. The purposes of the index are to:

- help practitioners working with children quickly identify a child with whom they have contact;
- determine whether that child is getting the universal services (education, primary health care) to which he or she is entitled; and
- enable earlier identification of needs and earlier, more effective action to address these needs by providing a tool to help practitioners identify which other practitioners are involved with a particular child; and

- encourage better communication and closer working between practitioners.

The index will hold for each child or young person in England:

- basic identifying information: name, address, gender, date of birth and a unique identifying number based on the existing Unique Identifying Number/National Insurance Number;
- basic identifying information about the child's parent or carer;
- contact details for services involved with the child: as a minimum school and GP Practice but also other services where appropriate; and
- the facility for practitioners to indicate to others that they have information to share, are taking action or have undertaken a common assessment in relation to a child.

The index will NOT record statements of a child's needs, academic performance, attendance or clinical observations about a child.

All practitioners and system support staff (in LAs who will be responsible for maintaining the data) will have to have relevant training and to have undergone rigorous checks and appropriate security clearance procedures. To ensure high standards of accuracy, information on the IS Index will be drawn from a number of sources including the termly School Census from which, from January 2007, pupils' home address will be collected.

The DfES will also provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

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

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

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

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;
- the LA's Data Protection Officer at Essex County Council, County Hall, Chelmsford CM1 1LX,

Telephone 01245 436235;

- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA;
- the DH's Data Protection Officer at Skipton House 80 London Road London SE1 6LH;
- your local Primary Care Trust (details from the Telephone Book).
- 

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

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

September 2009

### **Privacy Notice - Data Protection Act 1998**

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- 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, 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 the school office

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

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If you are unable to access this website, paper copies of this information can be obtained from the school office

## Danbury Park Community Primary School

### Term Dates 2009-2010

September 2009							October 2009							November 2009							December 2009							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
	1		3	4	5	6				1	2	3	4							1		1	2	3	4	5	6	
7	8	9	10	11	12	13	5	6	7	8	9	10	11		3	4	5	6	7	8	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22		21	22	23		25	26	27
28	29	30						26	27	28	29	30	31	23	24	25	26	27	28	29		28	29	30	31			
														30														
January 2010							February 2010							March 2010							April 2010							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
				1	2	3																		1	2	3	4	
	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	7		5	6	7	8	9	10	11
11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14	12	13	14	15	16	17	18	
18	19	20	21	22	23	24		15	16	17	18	19	20	21	15	16	17	18	19	20	21	19	20	21	22	23	24	25
25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28	26	27	28	29	30			
														29	30	31												
May 2010							June 2010							July 2010							August 2010							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
					1	2		1	2	3	4	5	6				1	2	3	4							1	
	3	4	5	6	7	8	9		8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29		
31																				30	31							

= Schooldays/ Weekends    
  = School holidays    
  = Bank holidays    
  = Non-Contact Days

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

<b>Autumn Term:</b>	Wednesday 2 September 2008 – Friday 18 December 2009 <i>Half Term 26-30 October</i> <b>Non Contact Day</b>	73 days
<b>Spring Term:</b>	Monday 4 January 2010 – Thursday 1 April 2010 <i>Half Term 15-19 February</i> <b>Non Contact Day</b>	59 days
<b>Summer Term:</b>	Monday 19 April 2010– Thursday 22 July 2010 <i>Half Term 31 May – 4 June, and May Bank Holiday, 3 May</i> <b>Non Contact Day</b>	63 days
		195 days

**Autumn Term 2010 will commence no earlier than Wednesday 1 September for staff.  
A formal decision on the actual date will be taken during 2009.**

**DANBURY PARK COMMUNITY PRIMARY SCHOOL**

**WELL LANE**

**DANBURY**

**ESSEX**

**CM3 4AB**

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**Headteacher:      Michael Arnold B.A.**  
**Chair of Governors:      Sophie Wilson**