



Carlinghow Academy

Prospectus

2025/2026

Ealand Road

Batley

WF17 8HT

Telephone: 01924 326371

Principal: Mrs Marie Fishwick

Vice Principal: Mrs A Rawat

Assistant Principal: Mr J Fitzgerald



***'All staff have high expectations of pupils at Carlinghow Academy. Pupils are happy and feel safe. They work purposefully in lessons and achieve well.'* – OFSTED 2022**



Contents Page

- Welcome from the Principal
- Building a Partnership Between Home and the Academy
- Aims of our School
- The School Rules
- The Curriculum Statement
- Inclusion at Carlinghow Academy
- Carlinghow Curriculum
- Class Structure
- Homework
- Early Years Foundation Stage
- The Additionally Resourced Provision (ARP)
- Class Names and Teachers
- Structure of the Day
- Governors
- Term Dates
- Library
- Keeping Informed
- General Information for Parents
- Charging and Remissions Policy
- Fire Drill
- Map of the School
- Equality Statement





Principal's Welcome

I would like to welcome you to Carlinghow Academy. Choosing the right school for your child is really important and I hope that you will be excited about what you read and see about our school and will want your child to be part of our school community.

Carlinghow Academy joined the Great Heights Trust in April 2020. The Trust immediately appointed a strong and experienced leadership team, with a proven track record for school improvement. The combination of this strong Senior Leadership Team, the excellent support from The Great Heights Trust which includes an English Hub and Research School meant that Carlinghow has been able to secure the rapid improvements needed.

Carlinghow Academy has two-year-old provision and a Nursery in addition to a 50 pan Reception through to Year 6.

I firmly believe in the importance and value of education and that every child has the right to access an education of excellence. At Carlinghow Academy we have high expectations and a relentless focus on improving the quality of teaching and learning to ensure each and every child is able to maximise their potential and have their life chances significantly enhanced.

In order for your child to succeed I will ensure the needs of the whole child are met and will work to support both your child/children and you as their families. I will ensure that children feel safe in an environment where they can not only succeed academically but have the opportunities to develop confidence and resilience through both the curriculum and extra curricula activities including, a range of sports, art mediums, music, dance and drama.

I firmly believe that in order to provide the best outcomes for children, education must be seen as a team effort between the teachers, the school as a whole, the parent and the child, and therefore I extend a warm welcome to you and your families and look forward to securing a happy and successful working partnership. Attending school is at the heart of allowing children to succeed and we work closely with families to ensure their child attends school regularly; our home learning offer also ensures children who are absent from school, have the chance to continue learning even on those days when they are not in school.

The children at Carlinghow Academy are amazing! They have shown resilience through change and have always put 100% into everything they do. They are well mannered, caring , inclusive and have a real love of learning.

As Principal, I am immensely proud of this school and hope that the website gives you an insight into all of the work that we do.

If there is anything that you are not sure about or you have any questions that our website doesn't answer, please don't hesitate to contact us and we will try to answer your query.

If you are considering applying for a place at this school for your child, you are welcome to come and visit us. Please contact the school office to arrange a time to come and see our school in action.



Mrs Marie Fishwick



Building a partnership between Home and the Academy

TOGETHER WE WILL:

- Help our children to feel happy, confident and valued at Carlinghow Academy.
- Promote a clear understanding of good manners and right and wrong.
- Share common expectations to enable everyone to reach their maximum potential.
- Create a safe and secure environment where our children can flourish.
- Establish open and respectful communication between all members of The Academy community.
- Develop a shared understanding of the behaviour policy expectations.
- Celebrate, share and praise successes.

THE ACADEMY STAFF WILL:

- Work within all policies, values, aims and visions set by the Governors.
- Provide an open and welcoming environment where you and your child will feel valued.
- Recognise and build on your child's unique strengths.
- Set accurate and helpful targets for you and your child to work on.
- Keep you informed of your child's progress and offer encouragement and support.
- Be available to discuss your child's progress formally annually and informally by mutual arrangement.
- Endeavour to arrange Academy events and meetings to meet the needs of families.
- Ensure respectful communication by providing appropriate lines of communication which are accessible, regular and considered.
- Have available on request information about the complaints procedure.

IN RETURN, WE ASK THAT PARENTS:

- Support and respect the Academy's policies, values, aim and visions.
- Support the staff in their care and education of your child.
- Ensure that your child is punctual and attends The Academy daily.
- Avoid taking holidays during term time.
- Attend and support Academy events, meetings and celebrations wherever possible.
- Create a sense of belonging by ensuring children wear the requested Academy uniform.
- Ensure respectful communication by liaising with the appropriate Academy Staff.
- Notify the Academy of any changes of circumstances that might affect the child.
- Let us work together to make our partnership one of confidence, enthusiasm and respect.



IN RETURN, WE ASK THAT CHILDREN:

- Take care of everyone and everything so that:
The Academy is a happy place, we can all learn, nobody gets hurt, we are all safe, nothing gets spoilt or lost and we take care of ourselves so that we can stay fit and healthy.



CARLINGHOW
ACADEMY

"We can and will succeed"

Show the world you 'can do' it

Understand differences and respect one another

Celebrate success

Choose the right path

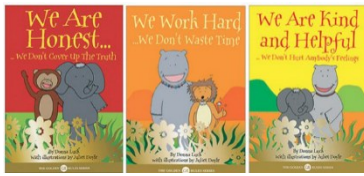
Encourage others to do their best

Enjoy new opportunities

Determined to be the best you can be



The School Rules



We are honest

We work hard

We are kind and helpful

We try our best

We look after property

We are gentle



At Carlinghow Academy, we believe that by developing effective social and learning behaviour:

Children

- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence and independence
- Learn effectively
- Develop a positive attitude and moral understanding
- Develop the skills to become better adults and parents in the future

Teachers

- Are able to teach effectively
- Are able to plan and deliver inspiring lessons
- Develop positive relationships with parents/carers
- Develop personally and professionally

Parents/Carers

- Feel confident their children are safe and happy at school
- Know their children are learning effectively
- Feel welcome in school to discuss their children's progress in a positive atmosphere
- Feel supported by staff to ensure the welfare of their children



Reward Systems/Sanctions

Reward systems used in school include House Points, daily Good to be Green time and termly Good to be Green events and weekly certificates for both good behaviour and achievements. All children are placed into house teams when they join us. They are Ruby, Sapphire, Emerald and Topaz.

To view the academy's Behaviour Policy in full, please see the website:
www.carlinghowacademy.org.uk

It's Good to be Green!



The Curriculum Statement

Intent

Our Academy provides a curriculum that is driven by the school's vision that all children 'can and will succeed'.

Our Curriculum intent is to provide a bespoke knowledge-engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.



Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life.

Our subject specific approach is designed so that subject specific skills are taught within an exciting enquiry question each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing.

Hooks, enrichment activities and extra-curricular opportunities supplement each enquiry question to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. This ensures that the connections make sense to the children.

We are determined that every child has a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high-quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment and where individual successes are celebrated.



Implementation

The curriculum is a knowledge-engaged curriculum based on good quality resources. Our individual subject guides detail how each subject is taught throughout school.

Please see our subject guides on our website for details on how we implement our subject areas.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.





Impact

Our academy's vision and values drive the intent implementation of our curriculum to ensure that the impact is that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life, long term. Knowledge, understanding and skills are secured and embedded so that children attain highly. Our pupils will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge. They will develop a sense of self-awareness and become confident in their own abilities. Our children will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. Our pupils will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. Carlinghow children dream big and have high aspirations fostered by the belief that with determination and hard work, anything is possible.



Inclusion at Carlinghow Academy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our school recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND (Special Education Needs & Disability) policy reinforces the need for inclusive teaching.

All children at Carlinghow are recognised as valued individuals with similarities and differences. This has ensured that Carlinghow is an inclusive and welcoming school across all key stages and classes. Children celebrate that they all have differences and this makes us one big family.

What our children say...

"People have disabilities and, in our school, we treat them equally. Everyone is as important as each other."

"In our school we have children of all colours and all abilities. We include everyone. One example of this was when I took part in an out of school sports competition. We were the only school with different skin colours and abilities. It made me proud"

Children at our school encourage all other children to collaborate and get involved. Our SEND children have the same opportunities as all others to access in-school and out of school experiences. Children enjoy their learning in an inclusive environment with access to our sensory room, rainbow room, helping hands room, library and smaller rooms for group/1-to-1 interventions.

***'Leaders have transformed the teaching for pupils with special educational needs and disabilities (SEND). They have carefully considered the resources needed to support pupils to access the curriculum alongside their peers, as well as in further targeted provision.'* – OFSTED 2022**



Curriculum

‘There is an ambitious curriculum for foundation subjects. In subjects such as science, curriculum thinking is strong and leaders have identified ambitious end points for pupils to achieve. Subject leaders are able to talk through their curriculum structure with confidence.’ – OFSTED 2022

In school, we will teach your child how to learn in a secure and supportive environment with lots of opportunities to extend their horizons through curriculum delivery, visits and visitors. Throughout, there will be an emphasis on developing **Language and Oracy**, **Maths**, **English**, **Science** and **ICT (Information and Communication Technology)**. Children learn how to read through **Read Write Inc. Phonics**. Children will learn through a subject specific approach to learning. Long term plans can be found on the school website. If you have any relevant information at home, please share this with the class e.g. photographs, books etc.

We will provide at least 2 hours of physical activities a week through outdoor play, **P.E.** lessons, swimming (Year 6) and out of school hours (OOSH – out of school hours) activities.

Modern Foreign Languages will be introduced from Year 3 onwards. **Personal, Social and Health Education (PSHE)** is an important aspect of school life. Sex & Relationships education forms a part of the overall programme and is covered in Year 6 in the final summer term. We follow the Jigsaw programme where each half term the PSHE and assemblies focus on a theme, Being in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. The fundamental British Values are also incorporated into these themes. There will be collective acts of worship each day for all pupils Reception-Y6. (Nursery pupils will visit these from time to time). We also cover British Values through our weekly assemblies and PSHE sessions.

‘There is a carefully considered personal, social and health education curriculum in place to support pupils’ well-being.’ – OFSTED 2022





Class Structure

At Carlinghow Academy our classes are made up of mixed year groups. We have three classes made up of Nursery and Reception children (EYFS), Year 1 and Year 2 children (KS1), three classes made up of Year 3 and Year 4 children (Lower KS2) and three classes made up of Year 5 and Year 6 children (Upper KS2).

Having mixed classes means that children will be with the same teacher for two years as Years 1, 3 and 5's and then again as years 2, 4 and 6.

Another great advantage is that we are able to group children working at a similar level for English and Maths, ensuring that they are being taught at the correct level/pace for them.

This configuration of classes enables the three teachers from each phase to work collaboratively therefore enhancing the lessons. There are many opportunities for the three year group classes to work together on different projects linked to their learning. To ensure that children do not cover the same topics twice we offer a two year rolling curriculum.

Carlinghow Academy curriculum overview 2025/26 – EYFS

</



Carlinghow Academy curriculum overview 2025/26 – Year 1/2

Subjects	Autumn	Spring	Summer
Art	Textiles Weaving and plating	Painting Artist study / Henri Matisse.	Printing Flowers
Computing	Computer systems and networks – IT around us	Creating Media – digital photography	Programming A – Robot algorithms
Design and Technology	Textiles Pouches	Cooking & Nutrition A Balanced Diet	Creating media – digital music
Geography	Would you prefer to live in a hot or a cold place?	Why is our world wonderful?	What is it like to live by the coast?
History		How have toys changed over time?	Why was the Apollo 11 moon landing so important?
Music	Water	Toys/Machines	Number
PSHCE	Being me in my world	Celebrating difference	Pattern
Physical Education	Body awareness Points of contact Flexibility of movement Dynamic balance Dodging and evading Traveling Balancing equipment Differentiating force Sending Reaction Receiving	Generating force through transfer of weight Sending Static balance Body awareness Understanding base Organizing limbs Timing Rotation Balancing equipment Dynamic balance Combination of skills Timing	Rotation Combination of skills Points of contact Generating force through transfer of weight Flexibility of movement Understanding base Differentiating force Timing Organizing limbs Static balance Receiving Travelling Reactions
Religious Education	How do Hindu Stories help believers live their lives?	How and why do we care for others?	What do religions worldviews say about our wonderful world?
Science	Animals including humans – Growth	Uses of everyday materials	Seasonal changes

Carlinghow Academy curriculum overview 2025/26 – Year 3/4

Subjects	Autumn	Spring	Summer
Art	Printing Holographics	Drawing Botanical art (light and shadow) Includes artist study	Collage Miniature
Computing	Computing systems and the network – the internet	Creating media – audio production	Programming A – repetition in shape
Design and Technology	Structure Pavilions	Electrical Systems Toys	Cooking & Nutrition adapting a recipe
Geography	Where does our food come from?	Why are rainforests important to us?	What are rivers and how are they used?
History	What were the greatest achievements of the Ancient Egyptians?	Why did the Anglo-Saxons invade Britain and what did they change?	Why did the Vikings invade Britain and what did they change?
MFL	A New Start	Calendar and Celebrations	Animals I like and dislike
Music	Environment/recycling	Ancient words in the past	Food and drink/communication
PSHCE	Ukulele	Ukulele	Ukulele
Physical Education	Power Drinking Peer mentoring Awareness Agility Shooting Understanding rules Control Teamwork Passing Physical processing Anticipation	Shooting Passing Accuracy Strength and stamina Peer mentoring Physical processing Evaluation Tactical awareness Power Speed Fielding and catching Striking	Agility Strength Anticipation Speed Evaluation Control Accuracy Fielding and catching Striking Drinking Peer mentoring Understanding rules

Religious Education	How do creation stories help people understand the world?	The nativity story: Who is Jesus and why was he born?	How does the Bible help Christians to live a good life?	How are the stories of Holy Week important to Christians?	Why do people follow inspirational leaders?	How do traditions live a meaningful life?
Science	States of matter	Plants	Animals including humans – food and digestion	Electricity	Using things and their habitats	Scientific Enquiry

Carlinghow Academy curriculum overview 2025/26 – Year 5/6

Subjects	Autumn	Spring	Summer
Art	Drawing Perspective of a street during the war (horizon/ vanishing point)	Drawing/Digital media Self Life	Printing Repeating patterns – William Morris
Computing	Computing systems and networks – communication and collaboration	Creating media – web page creation	Programming A – variables in games
Design and Technology	Cooking & Nutrition Come Dine With Me	Electrical Systems Steady Hand Games	Structures Playgrounds
Geography	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
History	What was the impact of WW2 on Britain?		How did the Industrial Revolution change my local area?
MFL	Me and My Friends	Time in the city	At the market
Music	Worlds unite	Our community	Growth
PSHCE	Being me in my world	Celebrating difference	Dreams and Goals
Physical Education	Power Drinking Peer mentoring Awareness Agility Shooting Understanding rules Control Teamwork Passing Physical processing Anticipation	Shooting Passing Accuracy Strength and stamina Peer mentoring Physical processing Evaluation Tactical awareness Power Speed Fielding and catching Striking	Agility Strength Anticipation Speed Evaluation Control Accuracy Fielding and catching Striking Drinking Peer mentoring Understanding rules

Religious Education	What is the significance of Easter, Ascension and Pentecost?	Should we forgive others?	Why are rites of passage important?	Why are rites of passage important? Continued.	Consolidation Teacher Assessments	What matters the most? Year 5 Twinkl unit (Optional)
Science	Living things and their habitats	Animals including humans – The human life cycle	Animals including humans – The human circulatory system	Electricity	Evolution and inheritance	Looking after our environment



Homework

Foundation Stage and KS1

Talking and listening to your child is very important to their development and success at school. Sharing and enjoying books together for just 15 minutes a day is a great way to develop their vocabulary and understanding of the world.

Your child will bring a reading book home each day or you can borrow books from the local library. Remember – **Reading Should Always Be Fun!** Your child will also bring home other work to learn e.g. spellings or number facts. Please encourage them in their learning by being positive especially if they seem to struggle.



KS2 (Year 3 to Year 6)

Each week English and Maths homework is set as a minimum. Please encourage your child to do their homework and hand it in.





The Early Years Foundation Stage



Little Explorers (2 Year Old Provision)

Sessions: Every day Monday - Friday (8.45am – 11.45am)

In Little Explorers children learn largely through child initiated activities and play-based experiences. Staff carefully plan indoor and outdoor provision to capture your child's imagination, promote independent learning and encourage interactions with peers across a range of contexts.

Funding for 2 year old's is available. To check your eligibility please go to <https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds>

Funding for working parents will be available from April 2024.



Nursery (3 and 4 Year Old Provision)

Flexible sessions offered! Full time and part time places available.

In Nursery, the children help to decide the curriculum. Our curriculum is flexible in order to cater for the needs and interests of the children within the setting and is planned in response to children's individual next steps in learning. When children are engaged and excited they learn best, so we encourage parents to share things that they love doing and are interested in. Personal, Social and Emotional Development underpins everything we do in Nursery and threads through our whole curriculum.

30 hour funding available: <https://www.gov.uk/30-hours-free-childcare>

Parents who are access 15 hours funding are able to 'top up' the numbers of sessions their child attends for a small fee.





Reception







In Reception, children have the opportunity to investigate and experience things, and 'have a go'. Sessions are timetabled throughout the day where the children come together to learn Phonics, Literacy and Maths, as well as Understanding the World and Expressive Arts and Design. Focussed activities are then planned to provide the 'next steps' to support your child's progress and development.

Throughout the year, children will work towards achieving the 17 Early Learning Goals. More information about these can be found here: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Our staff focus on developing children's language. Teacher's encourage children's active participation in meaningful, stimulating, and linguistically rich back and forth conversations.



Early Years Themes

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Let's Celebrate	What a Wonderful World	Terrific Tales	Amazing Animals	Under the Sea
						

***'In early years, leaders have put a curriculum in place that prepares children well for Year 1. Leaders have identified steps to build on children's knowledge.'* – OFSTED 2022**



The Additionally Resourced Provision (ARP) at Carlinghow Academy

A very warm welcome to the pupils and families joining the Additionally Resourced Provision (ARP) at Carlinghow Academy. We are confident that the pupils joining us will be successful and be able to be re-integrated back to mainstream schooling, where they will be equipped with the skills necessary to take their place in the world as the very best possible version of themselves.

Mrs. Natasha Wightman
Teacher-In-Charge of the ARP

Purpose

The Additionally Resourced Provision, known as the ARP, is a brand-new facility based within our mainstream school; Carlinghow Academy. The ARP has been implemented to provide specialist and targeted support for primary-aged children with social, emotional and mental health needs (SEMH). The ARP is a small scaled provision that offers transitional places and will provide education for twelve pupils who will receive specialist support from a range of professionals and services in order for their individual needs to be identified and assessed. This includes purposeful teaching strategies being implemented to prepare each pupil to transition and be re-integrated back into mainstream schooling; this could be transitioning into Carlinghow Academy or to a different mainstream school within the locality in which the pupils live.

We believe that many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. Therefore, the ARP is a provision within our mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND).

Our ARP at Carlinghow Academy will offer the additional support and resources for pupils with Social, Emotional and Mental Health Needs (SEMH) and places will be allocated according to the specific needs of the child or young person. Our ARP will offer the following provision:

- Teaching and support staff with additional knowledge, skills, expertise with SEMH strategies.
- A specialist environment which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Access to lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

The ARP at Carlinghow Academy is an integral part of the school and we believe the strength of our ARP provision will be that the children who attend will have full access to main stream provision in a school with a proven track record in school improvement in behaviour and personal development.



Staffing

Our dedicated staff will have high expectations of what your child can achieve. We are committed to nurturing excellence and transitioning each and every pupil back to mainstream education. The Additionally Resourced Provision will have a high staff to pupil ratio in order to meet the needs of individuals exhibiting SEMH behaviours. Our friendly and supportive team consists of:

Mrs Natasha Wightman– Teacher-in-Charge of the ARP

Mrs Carla Astin – Safeguarding Lead

Mr Fatih Warraich – Teacher

Miss Natalie Parkin – Educational Teaching Assistant

Mrs Helen Griffiths – Educational Teaching Assistant

Mrs Farhana Lorgat – Educational Teaching Assistant

Mrs Fatima Sufi – Educational Teaching Assistant

Miss Rumaisa Bhana – Higher Level Teaching Assistant

We aspire to be an Additionally Resourced Provision for SEMH that enables pupils to grow into responsible, respectful, successful and confident citizens. We want learning within the provision to be in positive pursuit of excellence for everyone, everyday.

School calendar 2025/26

August 2025

Wk	Mo	Tu	We	Th	Fr	Sa	Su
31					1	2	3
32	4	5	6	7	8	9	10
33	11	12	13	14	15	16	17
34	18	19	20	21	22	23	24
35		26	27	28	29	30	31

September 2025

Wk	Mo	Tu	We	Th	Fr	Sa	Su
36	1	2	3	4	5	6	7
37	8	9	10	11	12	13	14
38	15	16	17	18	19	20	21
39	22	23	24	25	26	27	28
40	29	30					

October 2025

Wk	Mo	Tu	We	Th	Fr	Sa	Su
40			1	2	3	4	5
41	6	7	8	9	10	11	12
42	13	14	15	16	17	18	19
43	20	21	22	23	24	25	26
44	27	28	29	30	31		

November 2025

Wk	Mo	Tu	We	Th	Fr	Sa	Su
44						1	2
45	3	4	5	6	7	8	9
46	10	11	12	13	14	15	16
47	17	18	19	20	21	22	23
48	24	25	26	27	28	29	30

December 2025

Wk	Mo	Tu	We	Th	Fr	Sa	Su
49	1	2	3	4	5	6	7
50	8	9	10	11	12	13	14
51	15	16	17	18	19	20	21
52	22	23	24	25	26	27	28
1	29	30	31				

January 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
1					1	2	3
2	5	6	7	8	9	10	11
3	12	13	14	15	16	17	18
4	19	20	21	22	23	24	25
5	26	27	28	29	30	31	

February 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
5							1
6	2	3	4	5	6	7	8
7	9	10	11	12	13	14	15
8	16	17	18	19	20	21	22
9	23	24	25	26	27	28	

March 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
9							1
10	2	3	4	5	6	7	8
11	9	10	11	12	13	14	15
12	16	17	18	19	20	21	22
13	23	24	25	26	27	28	29
14	30	31					

April 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
14			1	2	3	4	5
15	6	7	8	9	10	11	12
16	13	14	15	16	17	18	19
17	20	21	22	23	24	25	26
18	27	28	29	30			

May 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
18					1	2	3
19	4	5	6	7	8	9	10
20	11	12	13	14	15	16	17
21	18	19	20	21	22	23	24
22	25	26	27	28	29	30	31

June 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
23	1	2	3	4	5	6	7
24	8	9	10	11	12	13	14
25	15	16	17	18	19	20	21
26	22	23	24	25	26	27	28
27	29	30					

July 2026

Wk	Mo	Tu	We	Th	Fr	Sa	Su
27			1	2	3	4	5
28	6	7	8	9	10	11	12
29	13	14	15	16	17	18	19
30	20	21	22	23	24	25	26
31	27	28	29	30	31		

School Holiday Training day-closed to children

Bank holidays 2025/26 UK

25 August '25	August Bank Holiday	26 December '25	Boxing Day	3 April '26	Good Friday	4 May '26	Early May Bank Holiday
25 December '25	Christmas Day	1 January '26	New Year's Day	6 April '26	Easter Monday	25 May '26	Spring Bank Holiday

Training Days



CLASS NAMES AND TEACHERS

Principal: Mrs. M. Fishwick

Vice Principal: Mrs. A. Rawat

Assistant Principal: Mr. J. Fitzgerald

ARP (Additionally Resourced Provision)

Mrs N. Wightman (Teacher in Charge)

Mr F. Warraich (Teacher)

Mrs F. Lorgat (Teaching Assistant)

Mrs N. Parkin (Teaching Assistant)

Mrs H. Griffiths (Teaching Assistant)

Mrs F. Sufi (Teaching Assistant)

Miss R. Bhana (HLTA)

Mrs C. Astin (Safeguarding Officer)

Early Years Foundation Stage

Little Explorers (2 year old provision)

Mrs Z. Fahad and Miss R. Kara

Fir Class (Nursery)

Mrs K. Shepherd

Oak Class (Nursey)

Mrs C McMeo (EYFS Leader)

Key Stage 1

Ash Class (Year 1 and 2)

Miss B Lawrance

Elm Class (Year 1 and 2)

Miss K Zahoor

Birch Class (Year 1 and 2)

Mr Z Ahmed

Key Stage 2

Cedar Class (Year 3 and 4)

Miss L Hofmann/Mrs N Dale

Chestnut Class (Year 3 and 4)

Mr R. Banks/Mrs S McGuire

Willow Class (Year 3 and 4)

Miss S Bhaiji

Aspen Class (Year 5 and 6)

Mr S Robe

Hawthorne Class (Year 5 and 6)

Miss L Dent

Sycamore Class (Year 5 and 6)

Miss S Williams (KS2 leader)



STRUCTURE OF THE DAY (2025-2026)

Little Explorers (2 year old provision)

08:45am – 11.45am

Foundation Year 1 (Nursery)

08:45am-11:45am Morning Session

12:15pm-3:15pm Afternoon Session

Foundation Year 2 (Reception)

Morning session: 08:30am -11:30am

Afternoon session: 12:30pm - 3:00pm

KS1 (Year 1 and Year 2)

Morning session: 08:30am-11:45am

(including 15 minute playtime)

Afternoon session: 12.30am – 3.00pm

KS2 (Years 3, 4, 5 & 6)

Morning session: 08:30am-12:15pm

(including 15 minute playtime)

Afternoon session: 1:00pm – 3.00pm





Governors

The Governing Body meets on a regular basis and is made up of representatives from the Local Authority, teachers and parents along with co-opted members.

Somaya Shaikh - Parent Governor

Alison Ley - Community Governor

John Flynn - Community Governor

Mrs Marie Fishwick – Principal, Staff Governor

Mr Jonathon Fitzgerald – Assistant Principal, Staff Governor

Katie Wilby - Clerk to the Local Governing Body

‘The chief executive officer and governing body have been key partners in reshaping the strategic direction of the school. The executive leadership team knows the school well. It has worked alongside school leaders to drive rapid, sustainable improvements in school. Trustees perform the required statutory duties with care. Inspection report: Carlinghow Academy 24 and 25 May 2022 “they hold senior leaders to account. Teachers are well supported. They express their gratitude at being part of this strong staff team.” – OFSTED 2022





Carlinghow Library

At Carlinghow Academy, we believe that the importance of reading for children cannot be underestimated. As numerous research and studies have shown, reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Our woodland themed library is an inviting, well-resourced library which brings with it numerous benefits to pupils; increasing their reading for pleasure as well as improving their mental wellbeing.

Each class has a library slot as part of their class timetable where children can visit the library and enjoy a story read out to them by their teachers. Pupils are given the opportunity to browse the shelves, promoting book talk, and select books which link to their class topic or those which interest them. Children will be able to book out library books, take them back to their class and read them during the school week in their reading time.



Our library is also open after school on Tuesdays and Wednesday between 3pm-3.30pm. Parents are invited to come along to our library to enjoy a hot drink, select books they would like to read with their child and to take these home for the week. On Wednesdays, children also have the opportunity to play twister in the library with other club members. We have special library club events based on yearly themes such as Halloween and Easter so keep an eye out for these.





Parents / Carers and our School

Parents and carers (grandparents, foster parents, close neighbours) are welcome in school. We welcome your support and help. If you have any special talent and would like to help please let us know. We welcome adult helpers in school but please note that in the interest of child protection we will have to have names of all volunteers checked against the **police list 99 as a minimum**.

This is to ensure that volunteers do not have any criminal convictions that either compromises the safety of children and staff in school or compromises the security of the building and its contents.

Communication and good relationships between home and school are essential if children are to get the maximum benefit from their education. Children need to know that parents and school are working together if they are to make progress. Sometimes misunderstandings occur on both sides. We would never deliberately offend or upset anyone, please come and discuss any problems with us immediately as we will always endeavour to do.

Parent/ Carer Participation

At Carlinghow Academy, we view your child's education as a partnership between home and school. In order for your child to reach their full potential it is important that we work as a team. At the beginning of the school year, parents are asked to sign a contract; The Carlinghow Academy Home/Academy Agreement. This identifies what we will do together, what we as staff will do, what we expect you as parents to do and finally what we ask of the children. A copy of the agreement terms can be found on the last page of this prospectus. We hold regular whole school events which the children really enjoy and we encourage families to be involved. Highlights include: the Easter Bonnett Parade, Phase Assemblies, Eid Celebrations, Christmas performances, Carlinghow Choir performances and many more! Please check our website diary for dates of events.

We hold parents evenings twice a year when your child's work can be viewed and progress discussed with your child's class teachers. At the end of each school year a written report is sent home to parents who can comment on their child's progress if they wish.





Attendance / Absence

Good attendance is important for your child's education.

School opens in the morning at 8:30am and registration lasts until 8:50am. After this time, a child will be classed as an unauthorised absence in our official register unless the office has received notification before to say that a child will be late, or not attending for medical or other exceptional reason.

Our target for attendance is 98%. As an example, 95% is equivalent to 9 days of absence (9 days of absence equates to 1 week and 4 days of learning missed). Any leave of absence requests for holidays during term time will not be authorised. If a child is absent for ill health reasons please contact the **office before** 9:00am.

Parents are asked to avoid routine check-ups as dentists, opticians, doctors etc. during the school day. No holidays are to be taken during term time. If your child is not registered at the beginning of the day and we are not aware of any messages from parents to explain their absence, then our pastoral team will contact parents that same day. This is to ensure your child's safety.

Our Attendance & Pupil Support Officer (APSO) visits the school regularly to check the registers. Where the registers indicate that attendance is below the national average, they will either write to you and /or arrange a visit to discuss what can be done to improve the situation and give your child a better chance at making the most of their education.

'Leaders are committed to making sure that families can access appropriate help and support. Adults in school work hard to keep their families safe and well. Teachers promote a 'can-do' attitude that encourages high aspirations for all pupils at this school. Leaders promote the importance of pupils being in school on time with their parents.' – OFSTED 2022

'Leaders have ensured that safeguarding systems are well embedded in the school' – OFSTED 2022



Keeping Informed

Website

The Carlinghow Academy website can be accessed by using the address www.carlinghowacademy.org.uk ; you can find school policies, term dates, newsletters and much more on there!

To ensure parents are kept informed of up and coming events, a calendar on our website shows all our diary events.

A range of information about The Great Heights Academy Trust, including trust wide policies can be found on their website: <https://greatheightstrust.org.uk/>

Seesaw

At Carlinghow Academy, we use an app called Seesaw throughout school as an interactive learning platform. It is a simple way for teachers and pupils to record and share what is happening in the classroom. Seesaw gives pupils a place to document their learning, be creative and learn how to use technology. Each child gets their own online journal which follows them up through school. Children are encouraged to take ownership of their learning; they will add and create photos, videos, drawings, or presentations independently. When there are new Seesaw posts, families can be notified via app notification, email or SMS. Parents are only notified about their own child's work, and all data is safe and secure.

Seesaw is also used to share letters and important information from the academy.

Arbor

We use an electronic payment system 'Arbor' - where parents can pay for school dinners and trips online. Once your child has started school, you will receive information during registration.

Term Time Holidays

The law was changed in 2013 and made it clear that Principals may not grant leave of absence during term time unless there are exceptional circumstances.

You should not take your children out of school during term time unless you are granted authorised leave of absence by the Principal.

If you do take your child out of school without the leave of absence being authorised, a Penalty Notice will be issued.

Holiday lists are provided in advance to allow you to book your holidays and avoid absences, which disrupt your child's education.



Medicines

Where medication is to be stored/kept temporarily in school, it is stored securely. A signed and dated set of instructions from the child's parent is required before accepting any medicines. This is available from the school office where staff will be happy to assist. School can only administer medicine that has been prescribed as detailed in the medical policy.

Food in School

We are proud to be a healthy school and children are encouraged to eat as healthily as possible. **We do not allow sweets to be eaten in school.** Children may either bring fruit or a cereal bar to school for break times. Children in Early Years and Key Stage One are entitled to free fruit provided by school at morning break time.

School Meals

School meals are freshly prepared each day, on the same premises, using high quality, locally sourced food. There is an element of choice although all children are told they must have a portion of fruit or vegetables on their plate. The kitchens have been awarded a 'Healthy School' certificate. Copies of the menus are available from the school office.

Children should bring a water bottle to school and will have access to this regularly throughout the day.

Kirklees School Meals Service
Carlinghow Princess Royal School
September 2023-July 2024

We serve a tasty 2 course meal, freshly prepared on site for **£2.55**

Week 1 Available daily: fresh bread, freshly prepared salad bar and drinking water

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sensory Mince & Yorkshire Pudding served with Herby Diced Potatoes & Garden Peas & Carrots	Chicken Tikka Masala served with Wholegrain Rice	Roast of the Day served with Traditional Accompaniments Oven Roast & Creamed Potatoes & Seasonal Vegetables	Homemade Sausage Rolls served with Crispy Sliced Potatoes & Baked Beans	Harry Ramadan's Battered Fish served with Oven Baked Chips & Mushy Peas
Quorn Dippers & Mashup served with Herby Diced Potatoes & Garden Peas	Loaded Vegetable Pizza served with Jacket Wedges & Mixed Salad	Cheese & Onion Quiche served with Oven Roast & Creamed Potatoes & Seasonal Vegetables	Quorn Sausage Rolls served with Crispy Sliced Potatoes & Baked Beans	Quorn Reger-Jack Curry served with Wholegrain Rice
Pasta Tostitos served with Italian Tomato Sauce & Garlic Slice	Jacket Potatoes served with Baked Beans	Tuna Melt Panini served with Seasonal Salad	Penne Pasta served with Tomato & Basil Sauce & Garlic Slice	Pizza Panini served with Seasonal Salad
Chocolate Victoria served with Chocolate Sauce	Spring of the Day served with Creamy Custard	A Selection of Reduced Sugar Desserts	Fruit Crumble served with Creamy Custard	A Selection of Home Baking
Fruit Yogurt	Fruit in Jelly	Fruit in Jelly	Copicaloes	Fresh Fruit Salad
Chunky Fruit Pats	Fresh Fruit Kabab	Chunky Fruit Pats	Chunky Fruit Pats	Chunky Fruit Pats

We use local and seasonal produce. All eggs are free range, meat is farm assured.

Week 2 Available daily: fresh bread, freshly prepared salad bar and drinking water

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chicken Pie & Gravy served with Creamed Potatoes & Garden Peas	Quorn Korma served with Wholegrain Rice	Roast of the Day served with Traditional Accompaniments Oven Roast & Creamed Potatoes & Seasonal Vegetables	Sausage Style Meatballs with Tomato Sauce served with Penne Pasta	Salmon Fillet served with Jacket Wedges Broccoli & Sweetcorn
Quorn Frankfurter & Mashup in a Bread Roll served with Chunky Chips & Baked Beans	Stuffed Calzone served with Herby Diced Potatoes & Seasonal Salad	Vegetarian Spaghetti Bolognese served with Garlic Slice	Cheese Focaccia served with Crispy Sliced Potatoes & Baked Beans	Quorn Tikka Wrap served with Jacket Wedges & Sweetcorn
Jacket Potatoes served with Cheese	Penne Pasta served with Arrabbiata Sauce	Pizza Panini served with Seasonal Salad	Jacket Potatoes served with Baked Beans	Cheese & Tomato Panini served with Seasonal Salad
Spring of the Day served with Creamy Custard	Fruit Pie served with Creamy Custard	Creamy Rice Pudding served with A Selection of Reduced Sugar Desserts	Chocolate Fudge Pudding served with Chocolate Sauce	A Selection of Home Baking
Fruit Yogurt	Fresh Milk Shake & Biscuits	Fruit in Jelly	Fruit in Jelly	Fresh Fruit Salad
Chunky Fruit Pats	Fresh Fruit Salad	Chunky Fruit Pats	Chunky Fruit Pats	Chunky Fruit Pats

All food is from sustainable sources. At least 75% of dishes are freshly prepared.

Week 3 Available daily: fresh bread, freshly prepared salad bar and drinking water

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chicken & Tomato Penne Pasta served with Garlic Bread	Homemade Loaded Vegetable Pizza served with Crispy Sliced Potatoes & Salad	Oven Baked Sausage & Gravy served with Creamed Potatoes & Seasonal Vegetables	Beef Lasagne served with Jacket Wedges & Seasonal Salad	Oven Baked Fish Fingers served with Chunky Chips Garden Peas & Sweetcorn
Cheese & Onion Pie served with Herby Diced Potatoes & Baked Beans	Quorn Chili served with Wholegrain Rice	Vegetarian Sausage & Gravy served with Creamed Potatoes & Seasonal Vegetables	Quorn Dippers & Mashup served with Jacket Wedges & Baked Beans	Mac 'n' Cheese served with Garden Peas & Sweetcorn
Tuna & Sweetcorn Wrap served with Herby Diced Potatoes	Jacket Potatoes served with Baked Beans	Cheese & Tomato Panini served with Seasonal Salad	Jacket Potatoes served with Tuna Mayo	Cheese & Garlic Panini served with Seasonal Salad
Eve's Pudding served with Creamy Custard	Fresh Fruit Juice & Pudding	A Selection of Reduced Sugar Desserts	Jam Shortcake served with Creamy Custard	A Selection of Home Baking
Assorted Whips	Ice Cream	Fruit in Jelly	Fruit in Jelly	Fruit Yogurt
Fresh Fruit Platter	Chunky Fruit Pats	Fresh Fruit Salad	Fresh Fruit Salad	Fresh Fruit Platter

Planned theme days take place throughout the year.



Sandwich Meals

Please note that if bringing sandwiches from home we have no facilities for keeping these cool.

Children:

- need to bring sandwiches in a container for which they are responsible
- are allowed to bring their own drink of water in a suitable container (no glass please) or they may have water from school
- must not bring hot drinks / soups etc. to school for the obvious reasons of both personal and food safety

Clothing / Uniform / Possessions

It is our academy policy that all statutory school-age children wear school uniform when attending school, or when participating in school-organised events outside normal school hours.

Our policy on school uniform is based on the belief that school uniform:

- promotes a sense of pride in our school
- helps to create a sense of community and belonging towards the school
- identifies the children with the school
- supports our commitment to inclusion
- prevents children from wearing 'fashion clothes' that could be distracting in class
- is practical, smart and designed with health and safety in mind
- is considered good value for money by most parents

School Uniform List

Our school uniform colour is a combination of blue and grey. Most items can be bought from high street shops and supermarkets. Items labelled with a * can be bought from Smartuniforms on Bradford Road however plain alternatives are available from most high street retailers and supermarkets.

Our uniform consists of:

- Grey skirt/pinafore dress/shorts/trousers.
- Pale Blue polo shirt
- Royal Blue V-neck jumper or cardigan without a hood, either plain or with the Carlinghow logo*.
- Plain white short or knee length socks (not over the knee) or grey tights.
- Black shoes or pumps.
- In the summer months a blue and white checked summer dress may be worn.
- Navy, Grey or White headscarves may also be worn.

Please note skirts should be an appropriate length and of a style which allows girls to sit comfortably on the floor. When girls wear shorts, even when these are worn over tights, they should also be of an appropriate length. Three-quarter, calf length, leggings should not be worn.

School has a good selection of second hand uniform that is available on request – please contact the school office to see which uniform we have available.



PE Uniform

- Black pumps (parents/carers to provide)
- School will provide the t-shirt and shorts for PE. These will be kept in school and washed by school staff.

Jewellery, Hair Ornaments, Make-up and Nail Varnish

For health and safety reasons, we do not allow children to wear jewellery. The exceptions to this rule are: ear-ring studs in pierced ears and small objects of religious significance. Hair bands, ribbons/bows or 'scrunchies' should be plain and either blue, white or black. Hair bands should not have large flowers attached. Make up and nail varnish should not be worn to school unless for an out of school hours function, for example a school disco. Extreme hairstyles are not appropriate for school. The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.

Footwear

For health and safety reasons, we do not allow children to wear shoes with platform soles or high heels. All children are required to wear plain black shoes or plain black trainers. If boots are worn, these should also be plain black. If boots are large and prevent children from sitting comfortably on the floor, they may be asked to change into their PE pumps whilst inside the school building. In wet weather, if children arrive in wellies/boots – they will be able to change into their PE pumps once in school. If children do not arrive in school in the correct footwear, they will be asked to change into a pair of black PE pumps.

Valuables/ mobile phones

Children should not bring things of value to school such as large amounts of money, expensive toys or electronic games. **Only children in Year 6 are allowed to bring a mobile phone in to school.** The phone must be taken to the office at the beginning of the day and it will be returned at the end of the day. All phones are kept safely in a box in the office for the duration of the day. Any child found with their mobile phone on them will be sanctioned as per the Behaviour Policy.

The school will not be held responsible for the loss of any such items.

Lost Property

Lost property is kept in a basket outside the gymnasium doors. Regular checks are made of this property. To help keep lost property to a minimum, **please ensure everything is clearly named.** Lost property that remains unclaimed after one month is discarded.



After School Clubs

We run an extensive variety of creative and sports based out of school clubs for all pupils in school including Football, Tennis, Tag Rugby, ICT, Fine Motor Skills; Colouring/ drawing, Cooking, Lego and Netball. Our children decide what clubs they would like and the school council ensure children enjoy the clubs. Parents/ carers can sign their child up to an after school club using the Arbor Parent Portal. After school clubs are changed each half term.

Come and Visit Us!

Parents/carers who wish to register their child for admission to the school (other than for the usual September reception intake) may do so by contacting the school office and completing an application form.

For children offered a place in Nursery, there will be a home visit by staff to introduce themselves to your child and to discuss with you the aims of the school and the daily routines. These visits will take place before the children start school. You will also be invited to visit an Early Years meeting with your child during the Summer Term.

Year 6 Entry to Secondary and Transition Programme

In the summer term of Year 5, you will receive information from Kirklees LA about open evenings and pupil choices for secondary schools. Places are allocated by the Spring term. In the Summer term, the school; in consultation with other local primary and secondary schools; runs a comprehensive programme for transition which should help alleviate any of your child's concerns before September.

Who do I approach if I have a concern about my child?

We have an "open door" policy in that we endeavour to deal with any concerns as quickly as possible. Please discuss any concerns with the class teacher in the first instance. They will look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up. An apology can be given if something is found to be wrong. Everyone benefits from the speedy resolution of difficulties and from suggestions for improvement.

If necessary, a member of SLT will be available to speak to following your discussions with the class team.

What do I do next?

If by this point, you remain dissatisfied with the school's response, your concern becomes a complaint. If you want to take the matter further, you should put your complaint, in writing, to the Principal. If your complaint is about the Principal, you should put your complaint, in writing, to the chair of governors. Our complaints procedure is available on the school website:

www.carlinghowacademy.org.uk



Equality Statement

At Carlinghow Academy we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.



Carlinghow Academy Privacy Agreement

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

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal / pupil premium / early years pupil premium eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment Information (such as Key Stage results)
- Medical conditions
- Special Educational Needs and Disability
- Behaviour and exclusions
- Education/school history
- Siblings information
- Safeguarding information
- Parental consent (such as for photos, visits)

Why we collect and use this information

We use the pupil data:

- to provide free early education and childcare
- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to safeguard children

The lawful basis on which we use this information

On the 25th May 2018 the Data Protection Act 1998 will be replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

Article 6

1. Processing shall be lawful only if and to the extent that at least one of the following applies:

(c) Processing is necessary for compliance with a legal obligation to which the controller is subject;



Article 9

1. Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.
2. Paragraph 1 shall not apply if one of the following applies:
 - (j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A – states that we provide individual pupil information as the relevant body such as the Department for Education.

Children's Act 1989 – Section 83 – places a duty on the Secretary of State or others to conduct research.

Collecting Pupil Information

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

Storing pupil data

We hold pupil data for the length of time detailed in our school's retention policy.

Who we share pupil information with

We routinely share pupil information with:

- Learning providers that the pupils attend after leaving us



- Our local authority
- The Department for Education (DfE)
- Locala (School Nursing Team)
- Children's Services
- KIAS
- Police (if necessary)

Why we share pupil information

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

We share pupils' data with our local authority (LA) and the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. For further information go to <http://www.kirklees.gov.uk/beta/information-and-data/how-we-use-your-data.aspx>

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013. Sections 7 and 7A of the Childcare Act 2006 and section 2 of the Childcare Act 2016.

Data collection requirements:

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

The National Pupil Database

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

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

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



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

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

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

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

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

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Principal or School Business Manager via the school office (tel: 01924 326371) or by email office@carlinghowacademy.org.uk



You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

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

Contact

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

Mrs M. Fishwick – Principal
Carlinghow Academy
Batley
WF17 8HT
Tel: 01924 326371
Email: office@carlinghow.ghat.org.uk

Or

- Kirklees Council, Information Governance Team
Email: information.governance@kirklees.gov.uk
Telephone: 01484 221000
- Ministerial and Public Communications Division
Department for Education Telephone: 0370 000 2288
Piccadilly Gate
Manchester
M1 2WD
Website: <https://www.gov.uk/government/organisations/department-for-education>
Email: <http://www.education.gov.uk/help/contactus>