

Muswell Hill Primary School





Headteacher's Welcome

A very warm welcome to our school, which prides itself on being an inclusive, diverse school where each child is respected and valued as an individual. We are committed to a creative approach to learning that has consistently produced high academic standards. We endeavour to make learning 'irresistible' for children.

At our last full inspection in December 2006, our school was judged to be 'Outstanding'. In July 2010, an interim assessment was carried out by Ofsted, which considered a range of key issues, including pupils' academic performance, which concluded that the school's performance had been sustained and our 'Outstanding' status was confirmed. "Standards are high and pupils' achievement is outstanding. Pupils feel safe and secure in a happy, positive learning environment. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' excellent attitudes, behaviour and relationships strongly support their academic progress."

We are equally proud of the children's achievement in other areas, such as art, music and sports. We are exceptional in Haringey in having a flourishing school orchestra, which is well supported by

parents. Our Year 6 pupils perform in a fantastic end of year musical. The school has had excellent visiting speakers, including Julie Dawn Cole and Michael Rosen. We celebrate World Book Day by dressing as our favourite characters from a work of fiction. The school also gained the International School Award 2014-17 for the great work that has taken place with Muswell Hill and our partner school in Ghana.

We continue with our successful family learning sessions, whereby parents attend a learning session with their child, to see how we teach maths or literacy. These sessions have received very positive feedback. Our outdoor purpose-built classroom is used for a range of extended day services, including breakfast and after-school clubs; class music sessions, cookery and small group work.

We are proud of the school's ethos and racial harmony, which staff, parents and governors have worked hard to achieve. The commitment of the whole school community is a major factor in the success of the school. We hope you will soon get to feel part of our school community.

**James Wiltshire
Headteacher**

Governors' Welcome

Welcome to the Muswell Hill Primary School prospectus.

The governors are very proud of this school and its ethos which is to educate its pupils in a nurturing but stimulating environment thereby encouraging them to become confident, caring and inquisitive young people.

We have an active and challenging Governing Body made up of parent governors, co-opted governors, a staff governor, a Local Authority Governor and associate Governors. We are responsible for the strategic overview of the school; monitoring and evaluating the school's effectiveness and acting as a 'critical friend' to our very experienced and professional Senior Management Team. In order to do this effectively it is important that we have a clear understanding of the school so that we can both challenge and support staff as we all seek to maintain and develop the school's 'outstanding' status (OFSTED Report 2006).

We welcome parents onto the Governing Body and send information about vacancies as they arise. We are always happy to receive any comments, concerns or suggestions you may have and can be easily contacted via the School Office.

We very much look forward to welcoming you to the school.

**Simon Wantman
Chair of Governors**



Muswell Hill Primary School

Muswell Hill Primary School is a co-educational county day school for pupils aged four to eleven in the London Borough of Haringey. The school is two-form entry. The current roll is 420. We do not currently have a nursery.

The school was formed in May 2000 with the amalgamation of the former infant and junior schools. In recent years the school has been substantially renovated and modernised to provide an attractive, modern environment.

The school is organised in single age groups with two mixed ability classes for each year's intake of children; a total of 14 classes. Children are normally in classes of up to thirty, with one teacher. In addition we employ teachers to give support to children needing additional help, and to give non-contact time to enable classroom teachers to carry out their additional posts or responsibilities. Nursery nurses and teaching assistants support teachers by working with groups of children, and special needs assistants work with children who have Educational Care and Health Plans.

The Headteacher is responsible for the internal organisation, management and discipline within the school, but all members of the staff work together, as a team.

We have a strong Senior Leadership Team (SLT) consisting of the Headteacher, Deputy Headteacher, SENDCO (Special Educational Needs and Disabilities Co-ordinator) and 3 Assistant Headteachers (Years 1 & 2, Years 3 & 4, and Years 5 & 6).

Regular meetings are held where all staff contribute ideas and share expertise to improve and develop the curriculum. Most teachers have a curriculum responsibility alongside their teaching commitment.

The school has a School Development Plan (SDP) that is drawn up annually by staff and governors. This identifies which areas of the curriculum and other aspects of school life we are prioritising for development each term.

We aim to create an environment which is secure and ordered, stimulating and challenging; where children are sure of their own worth, and that of others, and where they can develop their full potential. We welcome the contributions of parents and carers in making Muswell Hill Primary a happy and successful school.





Our vision

'All children will experience the joy of learning and discovery in a school community where we respect each other and celebrate diversity.'

School aims

The school aims to help each child develop as a happy, fulfilled and confident learner by:

- Providing a safe, purposeful and supportive environment.
- Providing a broad, balanced and relevant education including the requirements of the National Curriculum and the curriculum guidance for the Foundation Stage.
- Enabling each child to develop their full academic, social and physical potential.
- Fostering a sense of self-esteem and respect for others.
- Providing experiences that are stimulating, challenging and enjoyable.
- Encouraging active participation in the learning process.
- Promoting both independent and co-operative learning skills.
- Providing an inclusive education that values the contribution of each child.
- Valuing cultural, racial, sexual and gender diversity and the richness of the school community.
- Challenging racist, sexist and discriminatory attitudes and practice.

- Encouraging a sense of wonder, spiritual awareness and responsibility for the world around them.
- Developing self-discipline and a sense of social responsibility.
- Recognising parents as partners in their child's education and welcoming the contribution they make to the life of the school.

How to apply for a School Place

Application for Reception should be made the September **AFTER** your child's 3rd birthday, for them to start the September after their 4th birthday. Haringey Council Education Service allocates all reception places centrally. You may pick up a form from any primary school or direct from the LA offices. For any other aged children you should also apply direct to the Local Authority. In either case, entry into Muswell Hill Primary School is based upon the priorities set by Haringey Council Education Committee. The full admissions criteria are set out in the Haringey booklet.

Visits to School

There are set times between September and January (application closing date) when the Headteacher is available to show parents around the school and answer any queries they

may have. Parents who are considering sending their child to this school should telephone the school office for an appointment.

Organisation of the School Day

School Times	
The school day begins	8.55am
Morning break	10.30am - 10.45am
Morning school ends	12.00 noon
Afternoon school begins	Infants: 1.25pm Juniors: 1.05pm
Afternoon break	Infants: 2.20 - 2.35pm Juniors: 2.20 - 2.30pm
The children's day ends	3.30pm

Unless parents have an appointment they should not come into the school building before 8.55am as this is important preparation time for staff.

'By the end of the Reception classes, children's attainment is above the national average in all areas of their learning.'

Ofsted

Punctuality

It is important for children to arrive in time for the start of each session. Being late can be a worrying experience for children who may miss vital discussion and planning times with their teachers. It is also disruptive for the class as the other children are often kept waiting whilst the latecomer is settled. We understand occasional lapses but persistent lateness is unacceptable. Recent legislation makes it clear that lateness can constitute absence. If children come into school after registration they (or their parent) must report to the school office to ensure they are registered in school. Parents of children who are consistently late will receive a letter from the Headteacher.

Absence

Absence without an explanation is, by law, truancy. The Department for Education amended their statutory guidance and advice to schools on attendance. Under previous regulations Headteachers had the ability to authorise up to ten days absence during term time.

Headteachers were then explicitly asked to decline all applications for leave of absence, unless they are the result of exceptional circumstances. These exceptional circumstances include: illness, medical needs, visiting a secondary school or religious observance. As a direct result of the Department for Education's change of policy on this, we will be unable to authorise any holiday during term time. Our attendance policy can be viewed in full on our website.

The Haringey Educational Welfare Officer meets regularly with the Headteacher, and is obliged to investigate pupils with large numbers of absences or lateness.

Collection of Children

Children must be collected promptly at 3.30pm.

Infants department:

We do not allow infant children to wait, alone, in the playground after school, nor do we allow them to go home alone. At the end of the day infant children are to be collected from the teacher, by a known adult, at the fire doors to the classrooms. Each class has a 'Home' book in which parents are required to enter any changes to the normal collection arrangements, stating clearly who is collecting their child or with which other child they are going home.

Junior department:

Children line up in the playground with their teachers and are collected from the teacher unless you state in writing that you want them to join a younger sibling in the Infant department to wait for you or to leave the school alone after 3.30pm. Children not collected by 3.40pm will be taken to the school office where a member of staff will try to contact you.

The electronic gates at the Dukes Avenue entrance will be open as normal from 8.00am and operate as an ordinary gate, but from 9.15am they will be closed and entry will be by buzzer only. They will be re-opened at 3.20pm for parents to come and collect their children. May we ask you to please wait outside the gate at the end of the day and not

buzz for entry before 3.20pm. The gate on Muswell Hill will be open from 8.30 to 9.15am and from 3.20 to 3.45pm. After this time parents/carers will have to walk up the slope and exit through the Dukes Avenue entrance.

Before & After School Care

Muswell Hill Primary has a breakfast club run every morning for working parents starting at 8am. This is held in the Clubhouse at the side of the Junior playground and children are supervised by trained SMSA's from our current staff team. There is a cost per day for juice and toast (with a selection of jam, honey, cheese) or cereal. They may also have fruit or yoghurt. Parents should call into the office for a form if they want a regular weekly place.

Children may also attend our After School Club (MASC). MASC now operates each day until 6.00pm and is run by four of our staff. Children have a snack and activities and outdoor play. The cost of MASC can be found on the school website. Parents should register at the school office for this service. Fortis Green Kids' Club also collects children from school at 3.30pm. Parents should speak to the Clubs' staff for further details.

There are also some fee-paying private after-school activities, multi-sports and soccer clubs available to years 1 and over, with a few subsidised places for children of parents on low-income. We also have a school orchestra that meets at 8.30am on Wednesday mornings for children from Year 2 upwards.

'Standards are exceptionally high by the end of the school in English, mathematics and science. High fliers do well, with a large proportion of pupils exceeding the expected level for their age.'
Ofsted December 2006





'This is an outstanding school. Standards are high and pupils' achievement is outstanding. Their personal development and well being are outstanding because of the excellent pastoral care provided.'
Ofsted December 2006

School Journey

Wherever possible we like to encourage parents to walk to and from school. It is better for the health and safety of all children. Parking is at a premium and parents who park too near the school can contribute to accidents.

Parents who bring and collect children by car are asked to heed the following requests:

- Do not park in front of the barrier at the Dukes Avenue entrance or at the kerb-side directly opposite the entrance. Parking in either of these places restricts the view of children and parents crossing the road at this point and could result in a serious accident.
- Do not park in the staff car park off Springfield Avenue. There are not enough spaces for the staff, some of whom have to park elsewhere.
- Do not walk your child through the staff car park. This is used as a turning point for delivery lorries and drivers are unable to see small children from their cabs. It only takes a split second for a child to run under the wheels of a lorry.

Playground Supervision

During the morning and afternoon breaks, the children are supervised by a minimum of three adults in the playgrounds. Unless it is exceptionally cold or raining, when they will remain in their classroom, all children will be outside during break times. At lunch time the children are supervised by School Meals Supervisory Assistants (SMSAs) who help the children to choose their lunch, encourage a good standard of behaviour and look after the children in the playground.

School Curriculum

The law requires all local authority schools to teach the National Curriculum comprising:

Core Subjects:

English, Mathematics, Science and Information Communication Technology (ICT)

Foundation Subjects:

History, Geography, Art, Music, Physical Education, MFL (French) in KS2

Schools are also required to provide Religious Education and a daily act of worship. Personal, Social and Health Education, and Citizenship are given a high status in our school. The school uses the SEAL (Social and Emotional Aspects of Learning) materials. These are a range of guided discussions, drama and assembly stories on themes such as – New Beginnings, Getting on and Falling out, and Going for Goals to help children deal with a wide variety of situations.

Some teachers have responsibility for subject areas. They lead on policy development, support colleagues and monitor the progression and continuity in a subject area. Each subject leader has a clear plan of action for their priorities for the year ahead and staff meetings are planned around the identified needs of the school.

We have three Assistant Heads who support the Senior Management Team. We spend a lot of staff meetings reviewing our policies, topics and planning to fit in with government requirements.

For each subject and for each key stage, programmes of study set out what pupils should be taught and attainment targets set out the expected standards of pupils' performance.

Assessment and reporting takes place at the end of each key stage.

National Curriculum Documents and School policies can be found on our website at muswellhillprimary.co.uk

Key Stages			
Foundation	ages 3-5	Primary	Nursery/Reception
Key stage 1	ages 5-7	Primary	Year groups 1-2
Key stage 2	ages 7-11	Primary	Year groups 3-6
Key stage 3	ages 11-14	Secondary	Year groups 7-9
Key stage 4	ages 14-16	Secondary	Year groups 10-11

The School Curriculum

The National Curriculum is presented in the form of separate subjects. We believe, however, that children's learning and understanding develops holistically. Therefore, many subjects will be taught within cross-curricular themes or topics, particularly in the lower school, for much of the time. The children take part in several major topics during the year, some of which place special emphasis on aspects of science, history or geography.

Future success in education is based on firm foundations built during the early years. We recognise that children need specific teaching of certain skills in, for example, reading, writing and mathematics. We also believe that education should be stimulating and challenging and children learn best when their interest is aroused and maintained.

A variety of teaching methods is employed during the school day. Teachers may work with the whole class, with small groups of children within the class or with individual children as necessary. In English and Mathematics, there will be occasions when children will be grouped according to ability or their stage of development. At other times children will work in mixed ability groups.

All curriculum policies can be found on the school website.

Early Years/ Reception

Children start in the reception class in the academic year following their 4th birthday. This means that the vast majority of children are not of compulsory school age

until part way through their reception year. In the reception classes, we use, as our curriculum base, the Government's 'Statutory framework for the early years foundation stage' (from 1 September 2014). This is set out in 7 areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional (Prime areas of learning), literacy, mathematics, understanding the world, and expressive arts and design (Specific areas of learning). Children in our reception classes learn through structured play and direct experience.

We believe in nurturing children in their transition from home or nursery to school whilst at the same time laying a firm foundation for their learning in essential literacy and numeracy skills. We have a teacher and a nursery nurse in each reception class. The adults plan together and work as a team and the nursery nurses are a valuable part of this team. We have a dedicated outdoor area for Early Years to use.

Orchestra & Choir

The school has a long established and successful orchestra that meets weekly before school on Wednesday mornings. All children, from Year 2 upwards, who can play an instrument and read a little bit of music may join. We have also a school choir.

Religious Education

In our school, parents and children follow many different religions and beliefs. During their time with us, we introduce the children to some of the major festivals and celebrations, as they occur, and we encourage respect for all faiths. The school follows the Haringey

agreed syllabus in which the following religions are taught: Christianity, Judaism, Hinduism, Islam and Humanism.

Act of Worship

The daily Acts of Worship guidance from the Department of Education in maintained schools states that 'all maintained schools must provide Religious Education and a daily collective act of worship... this must promote their spiritual, moral and cultural development... RE (Religious Education) syllabuses must reflect the fact that religious traditions in this country are in the main Christian... collective worship in county schools and equivalent grant maintained schools must be wholly or mainly of a broadly Christian character'.

We follow the SACRE (the local Standing Advisory Committee for Religious Education) recommended scheme for RE at our school.

We have a daily assembly at Muswell Hill school. These are an opportunity to celebrate school life and values and celebrate individual achievement.

We also have a diverse community with many cultures and other faiths and we may invite a Rabbi, Imam or representative from the Christian religion to lead an assembly. Stories told in assemblies, which may, on occasions be from the bible or other religious texts are chosen to reflect themes such as caring, helping and sharing.

Parents have the right to withdraw their children from any religious assemblies or Acts of Worship and should inform the Headteacher if they wish to do so. Parents should also request a leave of absence form (available from the office) if they wish to make special arrangements for children to be absent during the day to observe specific religious festivals or receive specific religious education.

'The excellent progress that pupils make is because teaching is backed up by exceptionally good provision to track how well individuals are doing. The resulting information is used very effectively to tailor provision to pupils' needs.'

Ofsted





'The support given to pupils with learning difficulties and disabilities is particularly good, so their progress is much greater than would be expected.'
Ofsted

Sex & Relationship Education

The School's Governing Body approved the introduction of a programme to deliver 'Sex and Relationships Education (SRE)'. SRE is taught in the school through the Science Curriculum, using topics such as 'ourselves' or 'animal life-cycles'. Other aspects are explored through discussions about 'changes as we grow', 'feelings' etc. The programme offers an additional, more in-depth approach to this area of learning, introducing key vocabulary as appropriate. The scheme of work has been developed by the 'Christopher Winter Project' and is tailored to specific year groups. The materials and lessons are available, on request, for parents to view.

Special Educational Needs

The school has formally adopted the recommendations of the Special Educational Needs' Code of Practice for the identification and assessment of children with special educational needs. Special Educational Needs (SEN) is defined by the government as:

'A child has Special Educational Needs if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children and young people of about the same age.'

If either teachers or parents feel a child has special educational needs, they should discuss this with our Special Educational Needs and Disabilities

Co-ordinator (SENDCO).

A partnership of all involved; children, parents, teachers and support staff best meet the needs of children with SEN. Through our assessment procedures, we identify those pupils that are either achieving below national expectations, or making less progress than others in the same year group, we then look at what further support can be offered in the school. We have prioritised part of our school budget to pay for support staff and extra teachers. This enables us to work with small groups of children at specific times or give individual help when necessary to children on the early stages of the assessment process.

All pupils are equally valued within the school and there are pupils with special educational needs in every classroom. The curriculum content is structured to meet the needs of individual pupils.

Safeguarding Children

No child should suffer harm, at home or at school. Everyone who works at our school has a responsibility to ensure that all of our children are safe. If you are worried about a child in our school, or have any concerns regarding safeguarding practices and procedures, it must be reported to one of the Designated Safeguarding Leads.

The Designated Safeguarding Leads at our school are the Headteacher, the Deputy Headteacher and the SENDCO. We have a Link Governor who is responsible for Safeguarding/Looked After Children and who monitors the school's policies and procedures and reports back regularly to the full Governing Body. Details of roles and responsibilities can be

found in the School's Child Protection Policy. The School also provides guidance notes on Safeguarding and Child Protection for members of staff, students and volunteers on short-term placements.

The School reviews the Child Protection Policy on an annual basis and, accordingly, all staff are asked to sign to agree to follow the policy. The School staff are trained annually and updated on any changes to key documentation. For example, we keep abreast of updates contained within 'Keeping Children Safe in Education'. In addition, the Designated Safeguarding Leads are trained to a high standard in order that they can deal effectively and efficiently with Child Protection concerns and matters that arise.

Private Fostering

Are you looking after a child who is not your own? You could be a private foster carer. A private foster carer is someone who is not a close relative who looks after a child under 16 (or 18 if the child is disabled) for more than 28 days. A close relative is a grandparent, brother, sister, aunt, uncle or step-parent, any other relative such as a cousin or great-aunt would be a private foster carer. Such an arrangement is made privately between parents and carers, however by law it must be notified to the Children's Services Contact Team before the arrangement starts. If you are already looking after a child in this situation you must inform them straight away. It is an offence not to do so. However Children's Services recognise that most people are not aware of this, so please do not worry about coming forward.

Children's Services have a legal duty to visit the child and make the necessary checks to ensure that the home is suitable for the child you are looking after. A social worker would then visit every six weeks during the first year. If you think that this applies to you, please contact the Children's Services.

Home Learning

At Key Stage 1 the school takes part in a home/school reading programme and parents are encouraged to read to, and with, their children at home on a regular basis. Children will bring home a book to share with you and a booklet for you to share comments with the teacher.

The booklet also describes strategies to help your child with reading. Children take home a mixture of books and we expect them to try to read alone as well as share with you. To find out more visit the link on our website to our Home Learning policy. At Key Stage 2, pupils receive spellings and tables on a weekly basis and occasionally other work based around topics they are studying.

Assessment

In order to monitor progress and diagnose difficulty, especially in English and Mathematics, full and careful records are maintained for each child. When children start school we do a 'baseline assessment', which we use to ensure that the learning opportunities given to the children in the first term are appropriate to their stage of development. At the end of the Reception year you will receive a Foundation Stage Report.

Teachers meet with the Senior Management Team termly to discuss the progress of each child in their class. In addition, a written report, which covers all areas of the

curriculum, is completed for every pupil at the end of each school year. This report, together with the teacher's detailed records and personal knowledge of your child, built up over the course of the year, forms a basis for discussion at the Parents' Consultative Evenings. Our assessments also help staff determine which pupils will benefit from intervention programmes and any additional support. Children in years 2 and 6 take part in the National tests for English and Maths. Individual results are reported to parents and percentage results are reported on the school website. Optional Maths and English tests are taken in years 3, 4 and 5, to inform teacher assessment. We have a leaflet which fully explains our assessment procedures and support systems.

Educational Visits

The children are sometimes taken out on educational visits. These may be local, perhaps to the park, the shops or the library. Most terms we also arrange a visit to a place connected to the class topic (e.g. to an environmental centre, a farm or a museum.) When your child first starts school, you will be asked to sign a form giving your consent for her/him to be taken out for short, local visits. You will always be notified, in advance, of whole day visits and will be asked to sign, and return, a consent form along with a request for payment (children who are eligible for free school meals will not be asked for the full donation towards school visits). The Government has guidelines for school visits which we meet. You will be asked to agree to a List 99 Police check for parents wishing to accompany pupils on school visits. In year 6 children take part in a residential school journey of a week, usually to the Isle of Wight.

School Rules & Discipline

School rules are kept to a minimum and are designed to ensure the safety and well-being of the children and of others who use the building. They are regularly discussed with the children, who come to understand the need for rules and how they benefit all members of the school community. The school policy on Behaviour and Discipline has been discussed and agreed by the Governors, staff, children and parents and is available on our website. Good behaviour is encouraged and children receive praise for this. We have a special 'Praise Assembly' each week where children receive stickers or certificates for good work, trying hard or good behaviour. In addition, the School Meals Supervisory Assistants (SMSAs) have a supply of stickers for good behaviour at lunchtimes. We have a set of golden school rules and a set of playground rules, for which the children can earn 'golden tickets' from all members of staff. Each week the class with the most number of golden tickets earns a 'Class of the week' award.

The Golden Rules

1. We are gentle (We don't hurt others)
2. We are kind and helpful (We don't hurt anybody's feelings)
3. We listen to each other (We don't interrupt)
4. We work hard
5. We look after property
6. We are honest.

'Pupils celebrate and appreciate the cultural and ethnic diversity in the school, and are keen to say that bullying and racism are rare and always dealt with very well by the school.'

Ofsted





'Pupils thoroughly enjoy school, behave extremely well and work hard. They have excellent relationships with each other and with staff and contribute very effectively to the school community.'

Ofsted

We also have a clear set of sanctions.

- Children who consistently break school rules are monitored in a file in the Headteacher's office. If their name appears in the book 3 times in a term, then parents are contacted.
- More serious behavioural problems will always be discussed with parents.

In addition, we do not allow sweets, guns or war toys of any kind to be brought into school. Children are not generally allowed to bring toys into school apart from special occasions.

School Council

This meets weekly in the junior and fortnightly in the infant departments, with pupil representatives from each class. Children use the forum to make suggestions about playground rules/behaviour and other aspects of school life.

Playmates

Year 6 pupils can apply to become 'playmates' to help and support younger pupils in school. They fill in an application form, have an interview and are appointed if suitable. They then receive training in listening and mediation skills and form a rota amongst themselves to work at playtime in the Infant playground helping to sort out disputes between pupils, engaging children in games and playing with children who may be lonely or not involved in an activity.

Buddy System

The Buddy system has been developed to help the transition from Key Stage 1 to Key Stage 2. Year 5 pupils meet Year 2 pupils at the end of the Summer term and are allocated a specific buddy. The Year 5

children ensure that at the beginning of the autumn term their buddy knows their way around the playground, understands lunchtime routines and generally keeps an eye on them in the Junior playground. This has proved very successful and the younger children are reassured and feel confident in their new environment.

Bullying

Bullying is rare at the school. We have a strong anti-bullying policy and the staff are regularly trained to deal with children with behavioural difficulties. However, if parents do have concerns they should approach a senior member of staff. Our full policy is available to read on the website-muswellhillprimary.co.uk

Health & welfare

Child Protection

The school has child protection policies and procedures that aim to safeguard children. We are part of the Haringey Children and Families Service and are legally obliged to report to the Service any injury to a child that cannot be adequately explained, and anything that may give rise to concerns about your child's welfare. It is, therefore, very important that you inform us if your child has received any injuries outside of school. All matters to do with child protection are confidential. We aim to provide a safe environment for children. We have systems in place to ensure that all staff in the school have been properly checked before employment. The Headteacher, Deputy and SENDCO are responsible for dealing with child protection issues.

Health Assessments

Hearing tests and eyesight checks are regularly carried out. Children experiencing difficulties with their speech may be referred to a Speech Therapist. Children may be referred by their parents or, with the parents consent, by the SENDCO.

School Nurse

The school nurse is based at the Hornsey Central Neighbourhood Health Centre. She is available at the clinic, at various times and is always happy to talk to parents about any problems they may have concerning the health and welfare of their children. Telephone (0203074 2600) for an appointment.

Medicines in School

For those requiring medication or epipens, a special form must be completed by your GP and given to the school office where the staff are all registered first-aiders. We need a photo of your child and you need to complete one of the school's medical forms.

Apart from children requiring special medication, (e.g. asthma, epilepsy) medicines will not be administered at school. Occasionally a child who has been prescribed a long course of antibiotics is fit to return to school before the course has been completed. In such cases, it may be possible for you to give the necessary doses at home or come into school to

administer the medication. Children on a short course of medication should be kept at home until the course has been completed. Any queries about medicines in school should be referred to the Headteacher.

Head Lice

This is becoming a regular problem in most schools, and despite whole school attempts to eradicate head lice, we are increasingly unable to stem the spread. Please inspect your child's head weekly, using a fine-tooth comb and lots of conditioner. If you suspect that there is a problem take your child to a pharmacist for advice on treatment. Please note that it is imperative that every member of the family is treated, at the same time, otherwise re-infestation is likely to occur. Do let us know if your child has head lice so that we can ask the parents of other children in the class to be especially vigilant. We will, obviously, be discreet and will not mention your child by name. It would be advisable for all long hair to be tied up.

Illness

Please do not send your child to school if s/he feels unwell, contact us by email or call the school by 9:30am to inform us if your child is not coming to school. A sick child cannot take part in classroom activities and will usually feel much happier at home with you. Please note that children are not allowed to return to school for forty-eight hours following an attack of diarrhoea or sickness, whatever the cause. Children with infectious diseases must not return to school

before the statutory period of absence has elapsed. Please telephone the school for further guidance. Should your child become ill, or have a minor accident during school hours, s/he will be referred to a Learning Support Assistant or a member of the office staff who will administer First Aid. In more serious cases we will contact you and ask you to collect your child. In an emergency, we might have to call an ambulance and ask you to meet us at the hospital. In case we need to get in touch with you quickly during the day, it is very important that you let us know, at once, if there is any change in your address or telephone numbers.

Clothing

There is no school uniform but we would like the children to wear clothing which is easy to manage and comfortable to wear. It should be suitable for the weather conditions and not bear inappropriate slogans/wording. The Staff Parent Association (SPA) has a range of sweatshirts and T-shirts available with the school logo, which can be purchased by parents. We ask parents to buy one T-shirt and one sweatshirt in their year group colours to wear for special occasions, outings and performances. Shoes should be practical, rather than fashionable and should allow the wearer to take part in unrestricted physical activity. Open toe and sling back shoes do not offer enough protection and are not suitable. Children may not wear fashion jewellery to school. The only jewellery allowed is stud earrings and items of religious significance. Children

are not allowed to wear make up to school (this includes nail varnish). Please do not allow your children to wear their 'best' clothes to school, although aprons are provided for messy activities such as clay work, painting, etc., these are never fully protective. Please ensure that all items of clothing are marked with the owner's name.

School Meals

We are proud of our 'Healthy School' status and promote healthy eating within the school. Apart from the obvious health benefits of a good diet it had been shown that a healthy diet aids children's concentration at school and has a role in reducing behavioural problems.

We work with our caterers, ABM, to ensure that the school menu is reviewed on a regular basis and that any new nutritional initiatives are incorporated into our meal provision. They also arrange regular school meal tasting sessions. We also have themed meal days when all children are encouraged to try a school meal regardless of whether they normally do or not and other initiatives which are designed to reinforce healthy eating and make it enjoyable and sociable. School meals are available to all children and are now free to children from Reception to Year 2. They are freshly prepared daily on the school premises. A vegetarian option is always available and pork is never served. Menus are displayed throughout the school and on the school website.

Care, Guidance and Support

'This is an outstanding feature of the school's provision which strongly support's pupils excellent personal development and achievement. There is very strong pastoral care and support for pupils.'

Ofsted





The support given to pupils with learning difficulties and disabilities is particularly good, so their progress is much greater than would be expected.
Ofsted

Meals should always be paid for in advance via the Parent Pay system. The school office staff will be happy to assist in setting up the system with you. Lunches are paid for a minimum of two weeks in advance and are ordered after an email has been sent to the office to confirm the lunch order.

Free school meals are available for children whose parents are in receipt of Income Support or only receive Child Tax Benefit (not Working Tax Credit). We encourage you to apply for these if you are entitled to them and application forms are available from the School Office who will treat every case with complete confidentiality. Please do apply for these entitlements as we can also help with subsidising outings and school journeys.

Children may bring a packed lunch, in a closed container, marked with their name. Please do not send in fizzy drinks, sweets or crisps as part of a packed lunch. Government initiatives forbid us from serving such items in the school and we would like parents to respect this and provide only healthy packed lunches. The school is a 'nut-free environment' so please do not send nuts or nut products (e.g. peanut butter) in packed lunches as children with nut allergies can have very severe reactions. Milk is offered to all children at lunchtimes. Under the Healthy Schools Campaign, the Government provides daily free fruit for pupils in Reception, Y1 and 2. Drinking water is available throughout the day.

Parents & Staff

We recognise the importance of the partnership between home and school and are aware that only by the involvement of parents and teachers together will we achieve the best for the children.

We have a flourishing Staff and Parents' Association (SPA) to which you automatically belong as soon as you join us. Officers are elected at the Annual General Meeting and each class has two parent representatives on the Committee.

Currently, parents help in the classrooms with cooking and craftwork and play board games with groups of children. They accompany classes on educational visits, help with music, mend books and toys, and talk to classes about their jobs and hobbies. Please let us know if you have a special skill or interest you would be willing to share with us. We hold Sharing Assemblies, at which the children share some of their interests and experiences with the rest of the school. Parents and friends are welcome to join us on these occasions and you will be kept informed of their dates.

Parents and teachers meet together on several occasions throughout the year. In the first term, we usually hold meetings at which parents are offered an overview of the curriculum planned for the class during the coming year.

Parent-teacher consultation evenings are held towards the end of each term. These meetings, which are by appointment, give you and the teacher an opportunity to discuss your child's progress at school.

Obviously, if you are worried about some aspect of your child's life at school, class teachers will be happy to see you at times other than these. It is very hard for teachers to do this at the start of the school day because of needing to settle all the children, but they are often available for a short discussion at 3.30pm, but please understand that they sometimes have after school commitments and that it might be wise to ask for an appointment at a mutually convenient time. If, after speaking to your child's teacher, you are still concerned then you may make an appointment to see one of the Assistant Headteachers. Try ringing the school from 8.30am for urgent appointments. Please refer to the 'How to raise a question or concern'. This is located in the policies section on the school website.

Governing Body

The Governing Body meets at least twice a term with additional meetings being called where appropriate.

The Governing Body enjoys wide-ranging powers and has responsibility for matters such as the curriculum, staffing issues and building maintenance as well as the management of the school's delegated budget. Governors are happy to speak to parents about any concerns and may be contacted through the school. There is a Governors' notice board with photographs of all Governors.



Using the Internet & Technologies

Acceptable Use Rules for Pupils

Teaching staff cover these principles with the pupils as an on-going basis, but the principles are highlighted formally on an annual basis in an effort to educate pupils about online safety.

KeyStage 1 Online Rules

- We learn how to use the internet safely.
- We can send and open messages with an adult.
- We can write polite and friendly e-mails or messages to people that we know.
- We only tell people our first name.
- We learn to keep our password a secret.
- We know who to ask for help.
- If we see something we do not like, we know what to do.
- We know that it is important to follow the rules.
- We are able to look after each other by using the internet safely.
- We can go to www.thinkuknow.co.uk for help.

KeyStage2 Online Rules

- We use the internet to help us learn, and we know how to use it safely and responsibly.
- We send e-mails and messages that are polite and friendly.
- We will only e-mail, chat or go on webcam with people that we know in real life, with permission from our teachers or parents.
- We make sure that an adult always knows when we are online.
- We never give out passwords or personal information (like our full name, school or address).
- We never post photographs without permission, and never include names with photographs.
- We know who to ask if we need help.
- If we see anything on the internet or on e-mail that is scary or makes us feel uncomfortable, we know what to do.
- We never open e-mails or links from people we don't know.
- We know that the rules are there to keep us safe and must not be broken.
- We are able to keep ourselves and each other safe by using the internet in a responsible way.
- We can go to www.thinuknow.co.uk for help.

Useful Names & Addresses

Children' Services Haringey

Tel: 020 8489 0000

Muswell Hill Primary School

Tel: 020 8444 8488 Email: office@muswell-hill.haringey.sch.uk

School Nurse

Hornsey Central Neighbourhood Health Centre
151 Park Road, London N8 8JD Tel: 020 3074 2600

Educational Psychologist

Haringey Professional Development Centre
Downhills Park Road, London N17 6AR Tel: 020 8489 5000

Educational Welfare Officer

Tel: 020 8489 0000

Fortis Green Kids' Club

Tel: 07904 570477

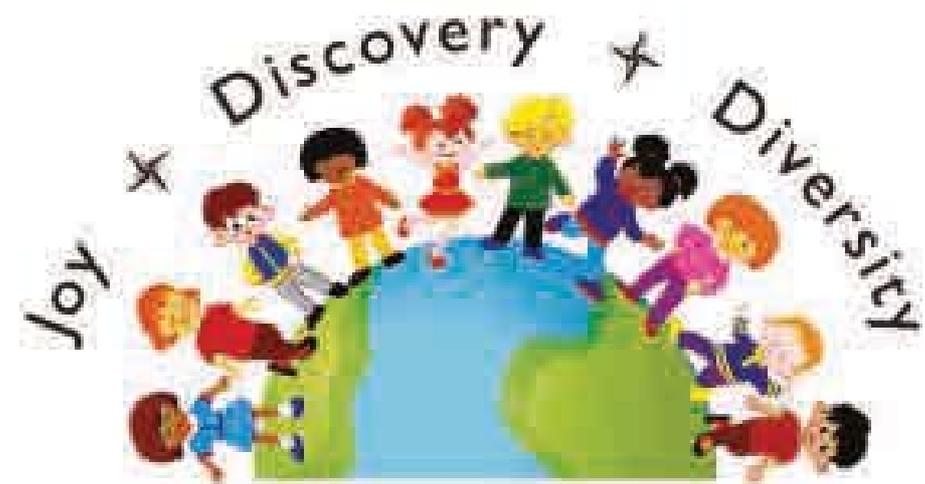
Music Centre

Tel: 020 8489 8960



'Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' excellent attitudes, behaviour and relationships strongly support their academic progress. By Year 6, they have excellent collaborative skills and work together well.'

Ofsted



Muswell Hill Primary School

Muswell Hill Primary School

Top of Muswell Hill, Muswell Hill, London N10 3ST

Telephone: **020 8444 8488**

Email: office@muswell-hill.haringey.sch.uk

<http://www.muswellhillprimary.co.uk>



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