

**Dear Parent/Carer**

Welcome to Malmesbury Primary School.

This prospectus is designed to give you and other interested people a brief summary of useful and important information about our school, a Community School in the London Borough of Tower Hamlets.

Malmesbury Primary School is a successful school committed to achieving quality and equality in education. We strive for our children to 'Be the Best they can be' in all aspects of their development be it academically, musically or in sport. We are forever striving to raise attainment for all our children regardless of race, gender, disability or background. We recognise and celebrate the cultural diversity to be found in London.

We are a multi-cultural school and we aim to teach children to respect others and to live, work and play happily together. We want all the children to grow intellectually, socially, emotionally and physically. We put a great emphasis on the education of the whole child with extensive music and sports activities to encourage all children. We have high expectations for our children and work with you and the children to enable them to achieve their best.

I can assure you that the teachers do all they can to enable the children in their care to make good progress, but we need to do this together. It is only through a partnership between school, staff and parents that we will achieve the best for our children.

The Governors and I hope you will find Malmesbury Primary School a friendly and welcoming school and that your child will be happy with us.

Please read on.

Yours sincerely

*Joanne Clensy*

**Joanne Clensy**  
**Headteacher**  
**September 2016**

P.S. The information in this prospectus is correct at the time of going to press; there may be changes during the year and in subsequent years.

**MEMBERSHIP  
OF THE  
GOVERNING  
BODY**



The Governing Body oversees the life and work of the school. Its responsibilities include interviewing and appointing staff, keeping an eye on the school buildings and considering the aims and objectives of the school in consultation with the Headteacher.

**The Members of our Governing Body are:**

**Headteacher**

**Joanne Clensy**

**Staff Governor**

**Dominic Whittle**

**Parents-elected by the parents**

**Casey Stewart-Smith  
Jon Griffiths**

**Appointed by Tower Hamlets**

**Ann O'Reilly**

**Community Governors Co-opted by the above**

**Stephen Gilvin (Vice Chair)  
Jackie Turner  
Abdi-Rashid Gulaid  
Liz Bright (Chair)  
Abdus Choudhury**

**Liz Bright**, is the Chair of the Governing Body, she can be contacted via the school, as can all the Governors.

The Clerk to the Governing Body is Tracey Lee, who can be contacted at:

**Mulberry Place, 5 Clove Crescent, E14 2BG.**



## STAFF LIST

**Headteacher** Joanne Clensy  
**Deputy Headteacher's** Roz Maslin & Clare Beadle

<b>Teaching Staff</b>	<b>Year Group</b>	<b>Responsibilities</b>
Joanne Clensy Roz Maslin (0.8)		Strategy/CP <b>DH</b> Teaching and Learning Foundation Curriculum/ Pastoral
Clare Beadle (0.8)		<b>DH</b> Teaching & Learning Core Curriculum/Training & Development
Kathi Bailey Stephanie Lane Sarah Lenton	EYFS Year 1 /2 Year 3/4	<b>AH</b> /Attendance <b>AH</b> /Foundation Curriculum <b>AH</b> /Inclusion (on maternity leave)
Dulcie Sharp	Year 5/6	<b>AH</b> /Literacy
Glynis Kirwan Rosie Bond Kathi Bailey Harriet Riley Samina Begum Alicia Azuar Salvador	Nursery Nursery Nursery Reception Reception Reception	SEND Co EYFS & KS1  AH/Attendance  Outdoor Learning and Healthy Schools
Caitlin McNamee Tim Ragless Rajina Begum Stephanie Lane Gillian Thorpe	Year 1 Year 1 Year 1 & 2 Year 2 Year 2	PSHCE History AH/Foundation Curriculum English
Gill Owen (0.8) Sarah Patrick Olivia Riddell Sui Lok Sabrina Rodway (0.8)	Year 3 Year 3 Year 3 & 4 Year 4 Year 4	Maths  Art & Design Technology Volunteers Science
Dominic Whittle Aine Mooney	Year 5 Year 5	Computing Languages (including New to English)/Clubs
Hasya Qureshi/Dulcie Sharp Olga Vavrykovych Lizzie Allott	Year 5 & 6 Year 6 Year 6	SMSCD Maths
Anna Barnett (0.4) Scott Barker Anouska Behl Karen Seamans (0.4)		Music (on maternity leave) Support Teacher Support Teacher Support Teacher

## **Support Staff**

### ***Nursery Nurses***

Chenaze Ullah  
Tina Baron  
Carol Humphreys

### ***Senior Teaching Assistants***

Helen Spurgeon, Zena Jacobson, Sharron Byam, Natalie Goodes

### ***Teaching Assistants***

Debbie Cooper, Wendy Cumber, Sabia Shahid, Gurnam Bhakar, Herjinder Kaur, Linda Buttery, Lynn Porter, Hayriye Meda, Sue Franks, Annmarie Wynne, Debbie Moylan, Janet Wakeman, Lesley Lock, Joanne Boodle, Natasha Walker, Rani Begum, Irina Nikolaeva, Jaheda Uddin, Rumi Nessa Khatimun, Nargis Mahmud, Rufia Husain, Lena Begum, Victoria Spiteri, Shoko Walker, Kamrul Huda, Shaunie Rodgers, Dawn Fraser, Tracy Clancy, Holina Yasmin, Christine Thomas, Sylvia Khatun, Sheli Begum, Nazmin Begum, Anne-Marie Ellis, Shipa Rahman

### ***Sports Team***

Lisa Le Blond, Abdul Masum, Maria Ellis, Natalie Goodes

### ***First Aid***

Maria Ellis

### ***Learning Mentor***

Ruth Allen

### ***Home School Support***

Shaheda Chowdhury & Roushonara Begum

### ***Office Staff***

Gina Taylor	School Business Manager
Kerri English	Finance Officer/Office Manager
Pauline English	Admin Officer
Fatema Ferdousy	Admin Officer
Christine West	Admin Officer

### ***Meals supervisors***

Debbie Cooper	Wendy Cumber (Seniors)
Linda Buttery	Sue Franks
Sabia Shahid	Herjinder Kaur
Lesley Lock	Debbie Moylan
Hayriye Meda	Janet Wakeman
Maria Ellis	Sheena Edmead
Natasha Walker	Lynn Porter
Carol Humphreys	Joanne Boodle
Irina Nikolaeva	Annmarie Wynne
Shaunie Rodgers	Dawn Fraser
Tracy Clancy	Shoko Walker

### ***Facilities Manager***

### ***Facilities Assistant***

### ***Facilities Assistant/Cleaner***

### ***Cleaners***

Gordon Davies  
Danny Finch  
Regis Lachevre  
Esther Okoli  
Reg Okoli  
Peter Elby  
Tracy Clancy  
Jean Yves Jourjon



## **ADMISSIONS**

The policy and arrangements for admission to the school are set out in the Local Authority's school admissions booklet 'Starting School in Tower Hamlets', which can be accessed at [www.towerhamlets.gov.uk/schooladmissions](http://www.towerhamlets.gov.uk/schooladmissions). A paper copy can be obtained from the Local Authority's Pupil Admissions Team on 0207 364 5006.

The school has a maximum intake of 75 pupils for each year group. The number of pupils who can attend the school is 525 plus 55 full-time or the equivalent part-time in the nursery (40 full time and 30 part time places). The school is organised into two year 6 classes, 1 year 5 & 6 class, 2 year 5 classes, 2 year 4 classes, 1 year 3 & 4 class, 2 year 3 classes, 2 year 2 classes, 1 year 1 & 2 class, 2 year 1 classes, and 3 reception classes.

We admit children according to the policy agreed by Tower Hamlets Education Authority.

### **Under 5s Admissions**

Parents can apply directly to the school for nursery admission and must complete a nursery application form available from the school or local authority during the Autumn Term. Forms must be returned by the closing date, which is normally around the 15<sup>th</sup> January of the following year. Dates are published by Tower Hamlets in the local press and also by the school in its newsletters and on the website. The actual age at which children start may not be before the age of 3. The admission decisions are made at the beginning of April for admission in the following autumn term and parents and carers are notified on National Offer Day. Places must be offered in accordance with the oversubscription criteria, but would not normally be offered for less than a term. If there are applicants with an equal claim to the place, for example children with exceptional social/educational or medical needs or siblings, distance from school should be used as the tie-breaker.

### **N.B. THERE IS NO AUTOMATIC TRANSFER FROM THE NURSERY TO THE SCHOOL**

#### **Primary Reception Admissions**

There is a timetable for the Pan London Admission process which is published in October each year by the Local Authority. Although the law now requires that all children start in reception in the September of the school year in which they will become five years of age, a parent can defer their child's entry. This can be until later in the school year or until the child reaches compulsory school age in that school year. However, parents cannot defer their child's entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted (i.e. entry cannot be deferred until the start of Year 1). (Please see separate guidance available from LBTH Pupil Admissions Team). Parents need to make their application through the local authority in which they live, regardless of what borough the school they are applying to is situated. Parents living in Tower Hamlets must therefore complete the Common Application Form (CAF) for both Tower Hamlets and out-of-borough schools. Likewise, parents living outside of Tower Hamlets must complete their home borough's CAF, even if they are applying to a Tower Hamlets school(s).

#### **In-Year Admissions**

All admissions are co-ordinated centrally by the Local Authority's Pupil Admissions Team. Application forms are available from any school or directly from the team based at Mulberry Place. See details below.

**Applications for all school places for children from Reception to Year 6 should be made directly to LBTH Pupil Admissions Team at Mulberry Place, 5 Clove Crescent, London, E14 2BG on 0207 364 5006.**

**Prospective parents who wish to visit the school should telephone the school on 0208 980 4299 to make an appointment.**



## COMPLAINTS PROCEDURE

Should you have any cause for concern, that the class teacher cannot resolve then please come and discuss the matter with the Assistant Head for your child's phase. If they are not able to resolve the matter please make an appointment to meet one of the Deputy Heads or the Headteacher. If you feel that the problem has not been satisfactorily resolved, you have the right to pursue the matter further with the Chair of Governors.

Copies of the Complaints Procedure can be downloaded from the website or can be obtained from the Headteacher via the school office.

## SCHOOL TIMES



### Nursery Opening Hours

	Start	Finish
<b>Full-Time</b>	<b>9.00 am</b>	<b>3.15 pm</b>
<b>Part-Time</b>	<b>9.00 am</b>	<b>12.00 am</b>



### Primary Opening Hours

	Start	Finish
	<b>8.50 am</b>	<b>3.15 pm</b>

Parents are asked to wait in the playground until **8.50 am** when the bell goes and the children line up with their class teacher ready to go into class to start the day. Parents of children in Nursery and Reception are welcome to accompany the children to the classrooms and engage in activities until the 9.00 am start time. Year 5 & 6 children can go straight up to class at 8.50 am.

At the end of the day if the weather is very severe please collect your children as follows:

- EYFS and KS1 – from their classrooms
- Lower KS2 (Year 3 and 4) – from the shelter in the playground
- Upper KS2 (Year 5 and 6) – Cavaliers from Lionhearts class  
– Georgians from Normans class  
– Victorians from Vikings class  
– Edwardians from Danes class

The care and safety of children going to and from school is the responsibility of parents. All children should be brought to school and collected by a responsible adult. We need written confirmation if your child has permission to go home on their own (Year 6 only). It is important that you notify your child's teacher and the office of any changes to the arrangements for the collection of your child. We do not allow your child to go home with anyone other than a parent **unless** a prior arrangement has been made.

***If you are unavoidably delayed and will be late collecting your child, please try to contact the school. If you arrive late your child may be taken to the Evening Owls Club to be looked after, and in that instance we will ask you to pay for the childcare. This saves worry by your child and the teacher. Social care will be contacted in the event of you being very late to collect your child without explanation, i.e. if children are abandoned after 4.00pm.***

Once a child has been registered at school there must be a very good reason for them to be taken home early e.g. dental or medical appointment. If you need to collect your child early from school you must let the office and the class teacher know in advance, otherwise you must report to the office to get permission from Joanne, the Headteacher. Please try to book appointments out of school hours but if this is not possible please bring your child back to school once they have had their appointment.



## NATIONAL CURRICULUM STATUTORY ASSESSMENT RESULTS 2015 - 2016

### Year 6 Teacher Assessment

	<b>Greater Depth</b>	<b>Expected Secure+</b>
<b>Reading</b>	7%	76% (56 children)
<b>Writing</b>	15%	76% (56 children)
<b>Maths</b>	12%	74% (55 children)
<b>Grammar, Spelling &amp; Punctuation</b>	32%	77%
<b>English and Maths Combined</b>	4%	65% (48 children)

### Year 6 Test Results

	<b>Met Expectations</b>		
	<b>School</b>	<b>National</b>	<b>LA</b>
<b>Reading</b>	64%	66%	67%
<b>Writing (TA)</b>	76%	74.1%	77%
<b>Maths</b>	51%	70%	74%
<b>Grammar, Spelling &amp; Punctuation</b>	77%	72%	76%
<b>Reading and Maths Combined</b>	43%	53.2%	60.5%

### Year 2 Teacher Assessment

	<b>Greater Depth</b>	<b>Expected Secure+</b>
<b>Reading</b>	26%	76%
<b>Writing</b>	21%	71%
<b>Maths</b>	27%	72%
<b>Science</b>		79%
<b>RWM</b>	16%	60%

## Year 2

	Greater Depth		Expected Secure +	
	National	LA	National	LA
<b>Reading</b>	23.6%	25.2%	74%	75.8%
<b>Writing</b>	13.3%	16%	65.5%	69.9%
<b>Maths</b>	17.8%	22.2%	72%	75.5%
<b>Science</b>			81%	79.7%
<b>RWM</b>	8.9%	11.3%	60.3%	64.5%

## Year 1 Phonics Screening

School	National	LA
86%	80.6%	81%

## EYFS

GDL (Good level of development) 67.6%  
 Average Point Score 33.1

Area	Early Learning Goal Met	Early Learning Goal Exceeded
<b>PSED</b>	86%	
<b>PD</b>	86.8%	
<b>Communication and Language</b>	79%	
<b>Reading</b>	73%	15%
<b>Writing</b>	72%	10%
<b>Number</b>	73.5%	16%
<b>Space Shape and Measures</b>	72%	12%



## **FINANCIAL REPORT FOR 2015/16** **(Data as submitted in CFR return)**

Opening balance	Value
OB01 (Opening pupil focused revenue balance)	£255,903.81
OB02 (Opening community focused revenue balance)	£0.00
OB03 (Opening capital balance)	£18,637.44

Income data	Value
I01 (Funds delegated by the LA)	£3,293,245
I02 (Funding for sixth form students)	£0.00



I03 (High needs top up funding)	£70,454.00
I04 (Funding for minority ethnic pupils)	£0.00
I05 (Pupil premium)	£360,868.00
I06 (Other government grants)	£37,749.00
I07 (Other grants)	£3,000.00
I08 (Income from facilities and services)	£35,243.80
I09 (Income from catering)	£8,714.70
I10 (Receipts from supply teacher insurance claims)	£34,603.75
I11 (Receipts from other insurance claims)	£0.00
I12 (Income from contributions to visits etc.)	£16,061.40
I13 (Donations and/or voluntary funds)	£12,450.00
I15 (Pupils focused extended school fundraising and/or grants)	£0.00
I16 (Community focused school funding and/or grants)	£0.00
I17 (Community focused school facilities income)	£0.00
I18 (Additional grant for schools)	£156,729.00

<b>Expenditure data</b>	<b>Value</b>
E01 (Teaching staff)	£1,643,542.04
E02 (supply staff)	£0.00
E03 (Education support staff)	£822,523.97
E04 (Premises staff)	£156,750.55
E05 (Administrative & clerical staff)	£196,603.77
E06 (Catering staff)	£0.00
E07 (Cost of other staff)	£75,752.54
E08 (Indirect employee expenses)	£5,337.03
E09 (Staff development & training)	£11,413.94
E10 (Supply teacher insurance)	£32,829.22
E11 (Staff related insurance)	£3,762.80
E12 (Building maintenance and improvement)	£28,368.80
E13 (Grounds maintenance and improvement)	£899.90
E14 (Cleaning & caretaking)	£4,383.70
E15 (Water & sewerage)	£8,474.85
E16 (Energy)	£29,822.57
E17 (Rates)	£40,270.50
E18 (Other occupation costs)	£13,997.12
E19 (Learning resources)	£148,217.90
E20 (ICT learning resources)	£39,527.04
E21 (Examination fees)	£0.00
E22 (Administrative supplies)	£23,605.23
E23 (Other insurance premiums)	£8,717.91
E24 (Special facilities)	£35,343.18
E25 (Catering supplies)	£209,990.19
E26 (Agency supply staff)	£223,922.50
E27 (Bought in professional services – curriculum)	£168,685.67
E28 (Bought in professional services – other)	£73,947.89
E29 (Loan interest)	£4,327.00
E30 (Direct revenue financing (Revenue contributions to capital))	£0.00
E31 (Community focused school staff)	£21,643.32
E32 (Community focused school costs)	£0.00

<b>Capital income data</b>	<b>Value</b>
CI01 (Capital income)	£10,264.00
CI03 (Voluntary or private income)	£0.00
CI04 (Direct revenue financing)	£0.00

<b>Capital expenditure data</b>	<b>Value</b>
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De minimis level for capitalising expenditure	£1.00
CE01 (Acquisition of land and existing buildings)	£0.00
CE02 (New construction, conversion and renovation)	£10,326.00
CE03 (Vehicles, plant, equipment and machinery)	£15,000.00
CE04 (Information and communication Technology)	£0.00

Balances	Value
B01 (Committed revenue balances)	£0.00
B02 (Uncommitted revenue balances)	£274,004.65
B03 (Devolved formula capital balance)	£0.00
B05 (Other capital balances)	£3,575.44
B06 (Community focused school revenue balances)	-£21,643.32



**We have an established tradition of high profile status for PE and Sport at Malmesbury gaining 'Outstanding' for a subject inspection in 2010/11. In July 2016 we achieved 'Gold' status with The School Games.**



**Aims:**

- For children to enjoy taking part in a variety of sporting activities including traditional and non-traditional events e.g. football, BMX biking, fencing
- For children to develop skills and attitudes which are transferable and can be drawn upon in their future life and current school work:

A sense of personal challenge  
Determination  
Perseverance  
Co-operation and collaboration  
Fair play  
Respect for self and others  
Tolerance  
Valuing every contribution  
Learning to win AND lose

- To make links with other areas of the curriculum e.g. Maths, IT, Literacy, Science, PSHCE
- To celebrate success at whatever level the children are participating
- To be inclusive so that all children have access to fun sporting activities which are appropriate for their needs
- To identify children with sporting talents and potential and make links with other agencies and clubs to aid with their future development

Children wear team colours for PE. Team colours are red, blue, yellow, green and children will be expected to wear a t-shirt/ sweatshirt in their team colour. Children are allocated their teams in Year 1 and will remain in that team throughout their time at Malmesbury.

For gym/ dance children are in bare feet. Trainers/ plimsolls must be worn for PE at all other times. We also do PE outdoors so please ensure that your child is appropriately dressed in the colder months, in tracksuit bottoms/ tracksuit top/sweatshirt etc.

Headscarves are a health and safety risk for the children while they are doing Sport or PE, so the children are not allowed to wear them during these times. If you wish your child to cover their head please provide a sports headscarf or simple bandana for the children to wear.

All children should experience some success, accomplishment in sport, competition or physically demanding activities. It is essential that there are opportunities during PE and curriculum time for children to surpass physical expectations. We have a PE team in school who deliver the lessons for the children, arrange competitions for the children to take part in, organise training for teams and deliver an amazing sports day each year, usually held at Mile End Stadium. The EYFS have a separate sports day which is held at school.

Our school has established partnership which work together to develop PE and Sports across schools:

- SSCO
- Local cluster groups
- Arsenal Community Development programme
- FA/Tesco Skills football
- Fit for Sport

The partnerships have organised competitions for a variety of sports and we have a wide range of after school clubs to complement and develop sport. The Fishmongers Guild supports the funding for our 'Healthy Lifestyles' Club.

The school is part of the 'Be the Best you can be' scheme as part of the Olympic Legacy.

The PE team in school is:

Lisa Le Blond

Abdul Masum

Natalie Goodes

Maria Ellis



## **THE CURRICULUM**

**The FOUNDATION STAGE** is divided into nursery classes (age 3-4) and reception classes (age 4-5). We follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning.

### **Prime Areas**

- Personal, Social and Emotional Development – making relationships, self-confidence and self-awareness, managing feelings and behaviour
- Physical Development – moving and handling and health and self-care
- Communication and Language – listening and attention, understanding, speaking

### **Specific Areas**

- Mathematical Development – numbers, calculating, shape, space and measures
- Literacy- reading, writing and phonics
- Understanding the World - people and communities, the world, technology

- Expressive Arts and Design - exploring and using media and materials, being imaginative

At Malmesbury we believe these 7 areas of learning are equally important and depend on each other to support a rounded approach to child development. These areas are underpinned by the three characteristics of effective teaching and learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the three terms and educational programmes are distributed over the year to determine a broad and balanced curriculum. The interests of the children are also included in weekly and termly plans.

We include direct, carefully planned adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through their play that we see how much of this learning children have understood.

Each day we follow a time-table with set routines in place. This looks quite different in nursery and reception classes. We set aside times each day when the children come together to be taught either as a class or in smaller groups. During these times we focus on topic work, maths, literacy, phonics and PSED.

### **The Nursery Unit (ages 3-4)**

Children in the Nursery are learning to be away from their parents, often for the first time. Parents are welcome to stay with their children to help them to get used to their school. Learning to play happily alone and with others is an important first step in a child's education. The children are given comfort, reassurance and gentle encouragement to explore new experiences at their own pace and according to their individual needs. The Prime areas of learning are particularly focused upon as they are crucial for a child's development.

### **The Reception Classes (ages 4-5)**

Planning in the reception classes continues to be based on the EYFS practice guidance and the Early Learning Goals.

Children develop independence and concentration in working at more sustained tasks, whilst continuing to work at activities based on a 'hands-on' approach with active learning through play as a continued important feature of the children's experience.

Parents are encouraged to work in partnership with their children and school practitioners. We invite parents to play with their children in their classrooms daily from 8.50-9.00.

### **Uniform**

It is not compulsory for children in nursery and reception classes to wear school uniform.

## **KEY STAGE 1 & 2 CLASSES - YEARS 1 - 6 (5-11)**

### **THE NATIONAL CURRICULUM**

The National Curriculum is taught in four Key Stages:

<b>Key Stage</b>	<b>School Years</b>	<b>Pupil Ages</b>
1	1 & 2	5-7
2	3, 4, 5 & 6	7-11
3	7, 8 & 9	11-14
4	10 & 11	14-16

## ***Children at Malmesbury Primary School are being taught at Key Stage 1 and Key Stage 2.***

Primary children must study the following National Curriculum subjects

**Core Subjects:** English, Mathematics and Science

**Foundation Subjects:** History, Geography, Art and Design, Computing, Design and Technology, Music and Physical Education.

In Key Stage 2 children also learn a foreign language.

Children are also taught Religious Education and PSHCE at both Key Stage 1 and 2.

The National Curriculum (2014) provides a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society and prepares pupils for the opportunities, responsibilities and experiences of later life.

It is organised by year group, with age related expectations set for the end of each year. There are a range of formal assessments done nationally at the end of year 1 (phonics screening), year 2 and year 6.

### **English**

At Malmesbury Primary school we know how good communication skills in speaking and listening, reading and writing are crucial for children throughout their lives and are pivotal for all learning in every curriculum area. English is an integrated and fundamental component of the whole Primary curriculum: we aim to develop a literate environment where literacy is at the core of learning, and where children develop the skills of literacy and are able to apply them in different situations both across the curriculum and in daily living outside school. For this, we use the *Framework for the Early Years Foundation Stage and Development Matters* in Nursery and Reception, and *The National Curriculum in England Key Stages 1 and 2 Framework Document* to plan for and teach a cohesive and immersive English curriculum that makes links with other curricula areas as frequently as possible.

Literacy is not taught simply to prepare pupils for a qualification required by future employers – it is a language for life. To this end, children practise their handwriting and phonics or spelling daily, and learn and consolidate skills in speaking and listening, reading and writing year-on-year. From Year 2, children are given weekly spelling homework and are expected to be reading with either an adult or independently at home every day in addition to their daily guided reading session in school. We know how important home reading is to a child's development in and enjoyment of reading. To support this, children are allocated- or helped by school staff to choose- appropriate books which enable them to practise their phonics and reading comprehension, and become confident, independent readers. All classes have a weekly library slot where they can spend time reading for pleasure and discussing books with their classmates; at Malmesbury, it is important to us that we instil in our young learners a lifelong enjoyment and pleasure in reading.

English is led by Dulcie Sharp

### **Maths**

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems over time. At Malmesbury Primary School, we inspire all children to become confident and enthusiastic mathematicians, who are willing to take risks and are not scared of making mistakes but who learn from those mistakes. We aim to develop mathematical skills and to provide opportunities for their application in meaningful, real-life situations. We strive to provide the children with exciting and challenging investigations, thereby increasing motivation and promoting a positive response to mathematics.

Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- Measurement
- Geometry – properties of shape; position & direction
- Statistics

We recognise the importance of making links between home and school and encourage parental involvement with the learning of mathematics. The Calculation policy, which is available on the school website, outlines strategies and methods appropriate for each year group and shows their progression.

As an important part of home learning, we implemented Mathletics as an online homework tool which allows pupils 24 hour access to the website. Mathletics homework is set up online by a class teacher once a week and monitored regularly to track pupils' progress. Pupils with no access to the internet at home are given opportunities to complete their assignment in Mathletics lunch clubs run by class teachers.

Maths is led by Olga Vavrykovich

### **Science**

Through Science children learn about the world around them. During KS1 and 2 they will learn about: living things, including plants, humans and animals; materials, including how they change; light and sound; forces; electricity; seasonal changes and earth and space. Throughout all learning of science children are taught to work scientifically. They learn the skills of observing, predicting and investigating. Although at times science is taught as a separate subject, wherever possible it is integrated into the topic in order to make it meaningful.

Science is led by Sabrina Rodway

### **Foundation Curriculum**

We aim for the curriculum to be broad, balanced and exciting. We use lots of trips, in school experiences and workshops in order to bring learning alive. Children also participate in home learning projects once a term in all key stages to deepen their understanding of their topic.

PSHCE, RE, Languages, Music and PE are taught in stand-alone sessions, with the rest of the subjects linked wherever possible through a topic based approach. We base topic planning on the International Primary Curriculum (IPC). The IPC focuses on children learning skills, knowledge and understanding. It aims to nurture a love of learning, as well as getting children ready for their future as adults.

We teach different topics each term, which enables us to integrate subjects like History, Geography, Design & Technology and Art and helps the children to make connections between their learning. Reading, writing and maths are all used to extend and reinforce children's learning in the foundation curriculum.

### **Curriculum areas**

- In art and design children develop the skills, knowledge and creativity to invent and create their own works of art, craft and design.
- In computing children learn about programming, using information Technology and using computers appropriately, including internet safety.
- During design and Technology lessons, pupils design and make products that solve real and relevant problems, thinking about their own and others' needs, wants and values. This includes working in a range of contexts including cooking.
- Geography aims to develop an interest in the wider world, including learning about diverse places, resources, natural and human environments.
- History education focuses on pupils' knowledge and understanding of Britain's past and that of the wider world. It encourages children to look critically at evidence and to use that to understand the past, how society has changed and therefore to develop a better understanding of their own identity.
- Language education at Key Stage 2 develops children's knowledge of languages other than English and supports developing children's understanding of other cultures and the world as a whole. It provides an important foundation for children's future

learning of languages.

- High quality music education aims to inspire and engage pupils to develop a love of music and their talent as musicians, as well as developing their appreciation of music. At Malmesbury all children in year 4 learn a musical instrument, which they can then choose to continue in year 5 and 6. We also have specialist music and singing teachers.
- Our PE curriculum aims to inspire all pupils to do their best in physical activity and to succeed and excel in a range of sports and physical activities, as well as giving children opportunities to compete in competitive sports both within school and in the borough. Children in Key Stage 2 go swimming and we aim for children to be able to swim 25m before they leave Malmesbury, providing extra lessons wherever possible to enable children to achieve this. We offer children opportunities to try a wide range of sports and physical activities through links with Tower Hamlets School Sports Partnership, for example judo and water polo. Children also regularly take place in competitions with other schools in Tower Hamlets.
- At Malmesbury we place a high priority on children's spiritual, moral, social and cultural development. This includes learning about British customs and traditions and focusing on international awareness. Every year the children focus on learning about a different country as well as learning about the UK. Throughout their time at Malmesbury children learn about other important world powers, including Bangladesh, Somalia, Australia, Italy, USA and China. Children also learn about the diverse society in the UK and about key values, such as tolerance and respect. As part of this we celebrate a wide range of festivals and cultural events.

Through the IPC and through the teaching of PSHCE we aim to develop important personal skills such as enquiry, adaptability, resilience, morality, communication, thoughtfulness, cooperation, respect and morality. We also teach children about social awareness in terms of team work and valuing differences. As part of preparing them for adult life we teach them about issues linked to safety, including issues like road safety, an awareness of not speaking to strangers and being able to say no when confronted with difficult situations. We teach children about healthy lifestyles, including healthy eating, exercise, taking care of yourself and your body. Optional Personal Development lessons cover learning about relationships, growth and, as the children get older, changes in their bodies as they approach puberty. In the science curriculum in year 6 children are taught about reproduction. All of these are important skills and knowledge which help to prepare pupils for the next stage of their education and adulthood.

The Foundation Curriculum is led by Stephanie Lane

Further information about programmes of study and teaching methods used in the Nursery, the Reception classes; KS1 and KS2 can be found in the Early Years documents and the National Curriculum documents. These are available online at <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>.

### **INCLUSIVE EDUCATION**

Inclusive Education is committed to meeting the needs of all children in the school community including those with Special Educational Needs and those who are gifted or talented in a particular area. Many children experience some learning difficulties during their school life and we aim to ensure that each individual is helped as quickly as possible so that their learning process continues. To enable us to do this we follow the Inclusive Education code of practice and have a **whole school policy for Inclusive Education**, which sets out procedures for the identification of children with special needs and gifted and talented children, and strategies to support them within the school. Our policy is to work in partnership with parents and we discuss any issues with you as soon as possible. **If you have any concerns talk to your child's class teacher or Glynis Kirwan or Stuart Young (SENDCO).**

Professionals who visit the school regularly to support and monitor Special Educational Needs, children's health and attendance are:

Educational Psychologist  
School Nurse  
Speech Therapist

Katie Skidmore  
Kolpona Rajmin  
Natalie Garner

**The Inclusion team in school are:**

SENDCO's

Home/School Support Workers

School Counsellor  
Learning Mentors

Attendance AH  
Attendance and Welfare Advisor  
Medical TA  
Deputy Head  
Headteacher  
Inclusion Governor

Glynis Kirwan  
Stuart Young  
Shaheda Chowdhury  
Roushonara Begum  
Esi Noonoo  
Ruth Allen  
Shaheda Chowdhury  
Kathi Bailey  
Adrian Tavares  
Maria Ellis  
Roz Maslin  
Joanne Clensy  
Steve Gilvin

**Keeping Children Safe**

The school has a 'Keeping Children Safe' policy which is updated annually in line with the most recent legislation. This is a core responsibility for the school as it is essential that we ensure our children are safe both at school and at home. If a child discloses something of concern the school has a duty of care to report this to the Social Care Advice and Assessment team. This **may** trigger a variety of actions including social care visits or police involvement in severe cases. It is the responsibility of all staff to report any concerns to one of the safeguarding officers in school.

Early identification of children who may need help means that support can be given as a problem emerges rather than waiting for a crisis to develop.

All staff are trained in safeguarding at least every 3 years. The safeguarding officers are required to do 3 training sessions over a 2 year period.

All staff have DBS checks and safer recruitment protocols are followed by the school.

If parents or carers have concerns about a child they can pass on those concerns to one of the safeguarding officers or report it via the NSPCC

Safeguarding Officers are Joanne Clensy, Roz Maslin, Clare Beadle and Sarah Lenton.  
Health and Safety Officer – Gordon Davies  
Safeguarding Governor – Jackie Turner



**RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP**

In accordance with the legal requirements all primary children must study the six main world religions: Buddhism; Christianity; Hinduism; Islam; Judaism and Sikhism.

At Malmesbury we follow the Tower Hamlets agreed syllabus which gives an educational setting with opportunities for understanding human experiences and connecting them to our daily lives.

We do this by splitting our policy into three sections:

- 1) **Development of social skills.** From a child's earliest experience in school we encourage a pattern of behaviour which is considerate of each other's well being and possessions. Teaching can arise spontaneously from day to day events.
- 2) **Moral Education.** We try to build harmony in the school with an emphasis on right and



wrong. This is done through discussion, writing, drama, music and creative art. We use fairy tales, legends, stories and artefacts from a multitude of faiths and cultures.

- 3) **Faiths.** We aim to develop an understanding of how a community's faiths and beliefs shape its life. We hope the children will take this understanding with them so that they can live and work harmoniously in their community.

The school is also required by law to ensure that each day an act of worship that is broadly or wholly Christian takes place, and we follow guidance from **Tower Hamlets Standing Advisory Council on Religious Education (SACRE)**. Each day the children assemble to celebrate good work, share good news and talk about recent events. Assemblies incorporate religious and non-religious stories which have underlying caring messages. Opportunity is given for all faiths currently practised by different members of the school to be looked at and appreciated. Our aim is that the assemblies are appropriate for all children, but parents have the right to withdraw their child from religious education and collective worship if they wish.

### Assembly

**Each phase has the following assemblies over the week:**

<u>Type of assembly</u>	
Whole phase -	Themed assembly
Whole phase -	Music
Class based -	Circle time
Whole phase -	Achievements & birthdays
Whole phase -	Children's assembly

Twice a year each class holds a class assembly, where they present the work that they have been doing. We welcome parents at these assemblies. Dates and times vary and will be published on the newsletter.

***Please watch out for notices from your child or in their classroom to let you know when it is.***

### Behaviour and Discipline

We have a strong, consistent, positive approach to behaviour at Malmesbury to ensure that behaviour helps children to learn. Our behaviour policy is based on the Golden Rules. These are:



**Classroom golden rules**

**We follow  
the  
golden rules**



**Playground golden rules**

The golden rules tell children how they should behave at school throughout the whole school day, in class and at break time.

We teach the golden rules through our actions and when talking to children about their behaviour. We also teach them through assemblies and circle time in class.

**We use a system of rules, rewards and consequences so that everyone knows what is expected of them.**



All adults within school take a calm approach to behaviour management and implement the policy consistently. We use praise to reinforce appropriate behaviour, clear instructions to children and always try to praise two children first who are following a rule, before issuing a consequence for a pupil. We are also very careful to use the wording of the golden rules when talking about behaviour.

Pupils have a choice as to whether they keep to the rules or not. If they don't follow a rule they have chosen the consequence. Pupils should see the system as fair because it is consistent, and they know what consequences they will get for breaking the rules.

### Early Years

Learning about behaving well begins in Early Years through a high focus on developing children's personal, social and emotional development. We follow the golden rules and use the sun, clouds and rainbow to record appropriate and inappropriate behaviour. Children have time out on a 'thinking mat'. We focus on reinforcing positive behaviour at all times.



### Rewards

To help all children to remember the golden rules we have the following rewards:



- Our main reward is adult praise and attention – getting noticed doing the right thing
- Every class has a reward system for the whole class
- Each week children from each class are chosen as Stars of the Week. We have a star of the week for maths, English and for showing good social skills. .
- If children are noticed following the golden rules anywhere in school, they are given **Caught you being good cards**. All of these cards go into a prize draw and each week 2 children in each Key Stage get a prize as a reward.
- Children are moved onto the bronze, silver and gold traffic light in class when they have followed the rules particularly well.

### Consequences



Children are given a series of reminders and chances to change their behaviour if they break the golden rules. These are recorded visually on traffic lights in the classrooms. All children begin on the green light, but may move to the orange or the red traffic light if they break the golden rules.

Children are supported to change their behaviour through: discussions with adults about the golden rule he/she has broken, the chance to "take a break" to help him/ her try to change his/ her behaviour, and time out in his/her own classroom or in other classrooms. When we are concerned about a child's behaviour we contact parents and put in place support within school to help them to improve their behaviour.

### Severe behaviour

There is some behaviour that we consider to be severe, and we will deal with this immediately and firmly. Severe behaviour includes things like leaving the classroom without permission, fighting, proven bullying and offensive language. These issues are always dealt with by a senior member of staff, and a letter is posted home to parents informing them of such behaviour.

## **Bullying**

We take bullying very seriously at Malmesbury and aim to be a school where all children feel safe to learn and play. We teach children about bullying through the golden rules, through anti bullying weeks and through the curriculum. We teach children to recognise different forms of bullying, including physical, cyber bullying and name calling. We teach children to tell an adult if they are concerned about any bullying. We listen to children's concerns and have systems of support, including learning mentors, talk time and circle time in classes to provide children with opportunities to raise issues. When bullying does happen we deal with it as a severe issue and put in place support as appropriate for the victim and the bully to stop it happening again. This may include additional monitoring, and using other adults and children to support. As a parent if you are concerned about any bullying issue please come and speak to a member of school staff immediately.

## **Supporting all children to behave well**

The golden rules help all children to learn how to behave well as part of the school community. We teach the golden rules to all children. For some children they will need extra help to follow the golden rules and we believe in supporting all children with their behaviour needs, in order that they can learn to the best of their ability and behave well as part of our whole school community.

We will discuss your child's behaviour with you regularly, sharing both good behaviour and times when your child may need reminding about the golden rules. We will work closely with you if your child needs support to meet the golden rules. By working together we can help all children to learn how to behave well.

## **SWEETS, TOYS & MOBILE PHONES**



**Sweets, especially chewing gum, are banned on the school premises.** We do this on the advice of both the medical and dental departments. Sweets brought into school will be confiscated.



**MOBILE PHONES AND TOYS** should not be brought to school as they may be broken or cause arguments between children. Please make sure your children leave toys, key rings, mobile phones etc. at home. If older children need to bring a phone to school please make sure they hand it into the office for safekeeping and collect it at the end of the day.

## **PARENTAL INVOLVEMENT**

Throughout the year you will be invited to several events which have been arranged for you. These include class assemblies, parent consultation, various parents' meetings, open days, working in the classrooms, meetings on specific areas of the curriculum over a cup of coffee, fund raising and social events. We hope you can attend as many of these as possible as they help build up a shared knowledge and understanding of what happens at school and home. If there is anything you wish to discuss regarding your child and their education, please do not hesitate to make an appointment with your child's class teacher or me.

Coffee mornings are held each Wednesday morning at 9.00am where a range of speakers are arranged to match parent interests or concerns.

If you are able to help in any other way, please talk to your child's class teacher or me.

## **PARENT TEACHER ASSOCIATION**



Malmesbury Primary School Parents, Teachers and Friends Association has been set up to provide closer links between home and school. It brings staff, parents and friends together socially in support of the school, it also helps to enhance our children's educational experiences and welfare by raising money. This has included:

- The benches around the story chair in the big playground
- Trampolines
- Board games and bikes
- Buying and planting a memorial tree

## **How to get involved**

All families become automatic members when their child joins our school. We encourage and welcome not only families, but all members of the school community to get involved.

There are a number of events that we run throughout the year which include:

- Summer/Winter fayre
- Cake sales
- Second hand uniform sales
- Non-uniform days
- Design a card for a special occasion
- Cream tea at the Lord Tredegar

## **How can you help**

You can donate time, money, items for sale, raffle prizes or offers of services and skills.

### **CURRENT COMMITTEE MEMBERS**

Rachel Taylor (Parent) – Chair

Casey Stewart Smith (Parent) – Vice Chair

Emma Oldham (Parent) – Treasurer

Erica Saxby (Parent) – Secretary

Macey Murray (Parent) – Committee member

Glynis Kirwan (Staff) – Committee member



## **How we get information to you**

Information relating to PTFA events is published in the school newsletter and is on display on the PTFA notice board, which can be found in the main playground by the entrance gate.

We also hold an Annual General Meeting once a year, where you can hear in more detail about the work of the PTFA, events we have run, funds we have raised and how the money has and will be spent. New committee members are also elected at this meeting.

## **How to contact us**

Catch us in the playground (our photos are on the PTFA notice board!), leave a message in the School office or email [malmesburypta@outlook.com](mailto:malmesburypta@outlook.com)

## **Other ways to help raise money**

### **Easyfundraising**

Easyfundraising.org.uk is the easiest way to raise money for Malmesbury Primary School Parents Teachers & Friends Association - London. Shop with any of over 2,700 retailers and a percentage of what you spend is donated to Malmesbury Primary School Parents Teachers & Friends Association - London at no additional cost to you. Retailers include Amazon, John Lewis, eBay, Tesco and many more. Please register to start supporting straight away at: <http://www.easyfundraising.org.uk/causes/malmesburypta>

### **Quotes from Head Teacher and Governors about PTFA**

*'The Malmesbury PTA makes an invaluable contribution to the school. The Governing Body really appreciates the impact of PTA initiatives both in raising extra finance for projects around the school and for promoting social harmony by bringing the whole school community together on an informal basis.'* Governors

*'The PTA at Malmesbury welcomes all parents and carers to be involved in the 'extra' areas of the school community. This could be fundraising, organising fun events for the school community, helping out at school....currently they are involved in raising money for the playground revamp. The PTA provided refreshments for all the volunteers helping to tackle the very overgrown garden.....as well as joining in the clean-up. The PTA organises fun events such as*

*the Bollywood event in the summer and the forthcoming winter fayre as well as planning a 'movie night' for the children.....all in all what a difference the PTA makes to our school community and the children themselves.'* Joanne (Head teacher)

WE LOOK FORWARD TO HEARING FROM AND WORKING WITH YOU!

### **VISITS AND OUTINGS**

Outings and trips are a valuable part of school life and we arrange as many as possible. When children visit the park, a museum or an art gallery they learn from their own experience and the National Curriculum comes to life. We aim for all children to have at least one experience every term, including trips out of school and workshops in school. As a school based with easy access to some of the best museums in the country we aim that children will experience a range of important museums, art galleries and experiences throughout their time at Malmesbury.

The class teacher will write to you about each trip, to ask your permission and to let you know about financial contributions and any special arrangements.

Parents sign a form giving consent for local visits on admission. In addition to this we send a letter asking for permission for any visits which are further away or involve transport and children are not taken unless the permission slip is returned.

We try to keep the cost of any visit as low as possible, but we do ask you to make a voluntary contribution and frequently subsidise trips from the delegated budget. Children who do not pay are not excluded, but trips may be cancelled if there are not enough contributions.

We always need adult helpers on our trips, so please look out for letters asking for helpers or speak to your child's class teacher directly. As a parent helper we ask that you come ready to support a group of children and to follow the instructions of the teacher in charge of the visit.

### **LUNCH TIME**



Nursery lunches start at 11.30 am. Lunch time is from 12.00 pm until 1.00 pm for Reception and Key stage 1, 12.10 pm until 1.10 pm for Years 3 & 4, and 12.30 pm until 1.30 pm for years 5 & 6. It is a very important time in your child's school day. Midday supervisors ensure that the children's social skills are developed.

All meals are prepared on the premises. There is a choice of dishes on offer - a menu can be found on the parents' board in the entrance to the school. All the meat on the menu is Halal meat. It helps us and your child if you let us know if your child does not eat a particular food for health, religious or other reasons. Children are always given a choice of dinner and encouraged to try new things. A salad bar and fresh fruit are available.

Dinners cost £1.90 a day from all nursery aged children and should be paid for in advance. Dinners are free to children in Reception to Year 6.

Please ensure that you send £9.50 dinner money every Monday morning if your child will be staying to dinner for the whole of the week. All money and cheques (made payable to 'Malmesbury Primary School') should be placed in a sealed envelope with your child's name, classroom and the amount paid clearly written on the front of the envelope. The envelope should be placed in the dinner box in the classroom.

You are able to pay for a week, half term or term if you wish.

Free school dinner forms are available from the school Reception. Packed lunches can be brought to school as long as they contain the following foods, as recommended by the Health Authority:



1. a round of sandwiches with a protein filling
2. a yoghurt (with plastic spoon)
3. a piece of fruit
4. a snack biscuit (with low sugar content)

All meals are served with drinks so there is no need to include a drink in the packed lunch.

Midday Meals Supervisors are responsible for the children during the lunch-time. Debbie Cooper and Wendy Cumber - the Senior Midday Meals Supervisors are directly responsible to the Deputy Head (N.B. teachers are not on duty during the lunch-time). Therefore it is most important that you and your children understand that at lunch times meals supervisors are 'in charge', that they act under the Headteacher's direction and that during lunch-time children should behave in the same way as they would during any other part of the day.

### **PLAYTIMES**



The children in Key Stage 1 have two playtimes a day, as well as lunch time. The first is from **10.15am-10.30am** in the morning. Fruit is provided for the children to eat in the playground at mid-morning break. We encourage the children to share this with their friends.

The second is from **2.15pm-2.30pm** in the afternoon. Teaching staff and teaching assistants supervise the children during these times.

The children in Key Stage 2 have 1 playtime, as well as lunch time. This is at 10.15-10.30am for LKS2 and 10.55 – 11.10am for UKS2.

### **CLOTHING**



We have a compulsory school uniform for children in Year 1 to Year 6: navy or grey shorts, trousers, joggers, pinafore-dress or skirt with a pale blue polo shirt and navy sweat shirt with 'Malmesbury Primary School' embroidered on. A summer dress in white and blue check or stripe is also available for the girls.

It is not compulsory for children in nursery or reception classes to wear school uniform.

These can all be purchased from: **Khalsa, 338 Bethnal Green Road, London E2 0AH.**  
**School sweat shirts can also be ordered via the Tesco on line service.**

Children should at all times be cleanly and sensibly dressed especially shoes. Please make sure they can manage their clothes as children are expected to dress and undress themselves. During bad weather, please make sure your child has a warm coat to wear at playtimes and during the lunch hour. Aprons are provided for children to wear during classroom activities which are messy.

Children wear team colours for PE.

Children will be advised in year 1 which colour team they are in for PE and will remain in that team throughout their time at Malmesbury. Team colours are red, blue, yellow, green and children will be expected to wear a t-shirt/sweatshirt in their team colour.

Gym/ dance will be carried out in bare feet. Trainers/ plimsolls must be worn for PE at all other times.

We will be doing PE outdoors so please ensure that your child is appropriately dressed in the colder months, in tracksuit bottoms/ tracksuit top/sweatshirt etc.

Headscarves are a health and safety risk for the children while they are doing Sport or PE, so the children are not allowed to wear them during these times. If you wish your child to cover their head please provide a sports headscarf or simple bandana for the children to wear.

## **PERSONAL PROPERTY**

All clothing must be clearly labelled with the owner's name so that we can identify lost property. Please check that your child only takes home his/her own belongings and not another child's clothes. Return any items taken home by mistake as soon as possible to the 'lost property', which is in the ground floor hall. Please also inform your child's teacher so that the item can be quickly returned to its rightful owner. Parents should impress upon their children that coats etc. are to be looked after and that they are responsible for them.

**THE AUTHORITY DOES NOT ACCEPT LIABILITY FOR DAMAGE TO, OR LOSS BY THEFT, OR ANY OTHER CAUSE, OF PERSONAL PROPERTY BELONGING TO STAFF AND PUPILS**

## **OUT OF SCHOOL HOURS CLUBS**

We presently run a selection of clubs. The clubs are very popular and run from 3.30 – 4.30pm. The children need to apply to go to the clubs when forms go out at the end of each term. You will be informed of the charge for the club.



### **BREAKFAST CLUB – 'The Early Birds'**

Breakfast club runs from 8.00am till school starts and is in the community suite. Children are escorted to their classes by a helper each day. The charges are £2 per day and the children are provided with toast and cereals. For more information please come to the office. If anyone has any difficulty in paying for the club please speak to a member of staff in the office.



### **AFTER SCHOOL PROVISION – 'The Evening Owls'**

We currently run an after school provision, which is available for working parents. This runs every night from 3.30 – 5.45pm. Please see the office if you would like a place for your child. The club is run by school staff and there is always a range of fun activities going on, including a snack time. The cost is currently £8.00 per child, per night.

## **ABSENCE & LATENESS**



The school should be notified of any absence or lateness on the first day of absence. A short note or telephone call to the school office, Shaheda or Roushonara is quite sufficient. Unexplained absence or lateness is followed through by our Attendance and Welfare Officer, and then with a letter asking for reasons. Regular attendance and punctuality are essential. It is very difficult for your child to get into the day's routine if they have missed the crucial start to the day or are anxious about the end of the day. Attendance of all children is monitored closely and action taken when attendance falls below 90%. The Government guidelines are for 95% attendance which we are striving to achieve. If your child has a cough or cold you should still bring them into school and they can be seen by a First Aider, who will assess them. Absences will be 'authorised' for occasional sickness and appointments if we are informed. If your child is absent due to ill health for a period of 3 days and you visit your GP, we will ask you to bring in proof of medication. Absences will be 'unauthorised' for such things as buying new shoes, birthdays, visiting relatives, collecting from the airport.

If a missed session is 'unauthorised' this means that the child is out of school with no explanation. It is very important that parents let staff know why a child is not at school - a telephone call will do if a note is not possible. We know that there is usually a simple explanation, but if we are not given that explanation the absence will have to be recorded as

'unauthorised' in our published figures - often quoted as 'truancy' rates. Persistent non-attendance, erratic attendance or frequently being late to school will lead to a referral to the Attendance and Welfare Advisor (Adrian Tavares).

Holidays during term time will **NOT** be authorised and will be recorded as an unauthorised absence on your child's record and you will receive a penalty notice.

**A child who does not attend regularly is not only hindering their own education, but also that of their classmates.**

### **CHILDREN'S HEALTH**



Please tell us when your child has a medical problem; it is in your child's interest if we are aware of any difficulties, no matter how small! If you have any concerns about your child's vision, hearing and general development, please let us know. It is important and all information will be treated in confidence.

If your child is unwell it is wise for you to keep them away from school. Some illnesses are contagious (see list below for the most common ones) so your child may have to be kept away from school for a few days.

<b>Chicken Pox</b>	<b>6 days after the appearance of the rash</b>
<b>Measles</b>	<b>7 days after the appearance of the rash</b>
<b>German measles</b>	<b>4 days after the appearance of the rash</b>
<b>Mumps</b>	<b>Until the swelling subsides and child is well</b>
<b>Whooping Cough</b>	<b>10 days from the beginning of the cough</b>

***You must inform the school of any reason for your child being absent from school.***

**Maria Ellis** is our medical TA who will contact you if your child has medical needs or if your child is unwell. She is a qualified First Aider.

When a child is obviously unwell, the best place to be is at home with a grown-up. A sick child will be very unhappy at school and unable to cope with school-work. If illness is infectious other children and teachers may also become ill, so the **child must be kept at home** until they are fit to return. Should your child have an infectious illness please tell us as soon as the doctor has confirmed it.



#### **Asthma**

Should your child develop Asthma, and require an asthma pump to be kept in school, you must see the office, to obtain a copy of our 'Guidelines for parents: ASTHMA', and follow the steps outlined before we will allow an asthma pump to be used on the school premises.



#### **Accidents/Contact in Emergencies**

Accidents happen in school as they do elsewhere in the community. We are able to provide first aid where necessary. If your child is taken ill at school or has an accident, it is important that we can get in touch with you. Please make sure we have your correct address and telephone numbers for home and work and the name and address of a friend or relative who we could contact if we cannot get through to you.



#### **Drinking Water**

We encourage the children to drink water throughout the day and we sell Malmesbury Water Bottles at school. Please make sure your child brings it home regularly to ensure it is kept clean.



**Please notify us of any changes.**

**USEFUL TELEPHONE NUMBERS**

**Malmesbury Primary School**

**Tel: 0208 980 4299**

**Fax: 0208 980 1102**

**Tower Hamlets main switchboard**

**Tel: 0207 364 5000**

**Mulberry Place,  
5 Clove Crescent  
London E14 2BG**

**Tower Hamlets Pupil Admissions Team**

**Tel: 0207 364 5006**

**School Nurse**

**Tel: 0208 980 1036**