

MERRY HILL INFANT SCHOOL & NURSERY

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Website: www.merryhill.org.uk
Headteacher: Mrs Pauline Hannibal



Dear Parents

I would like to extend a warm welcome to all new and prospective children and parents to Merry Hill Infant School and Nursery. I am very proud of the school and feel privileged to be its Headteacher. I hope that Merry Hill is both welcoming and friendly and a place where all the children and staff feel valued and work together for the common good.

I hope you will enjoy reading this prospectus. Its purpose is to give you as much information as possible about our school. What it cannot do is fully reflect the friendly and caring atmosphere within the school.

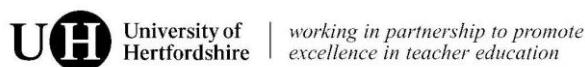
At Merry Hill the children come first and they are our best 'ambassadors'. Their positive attitude, keen sense of commitment, respect for all staff and each other, together with their obvious sense of pride in their school is always clearly in evidence. I therefore invite you to make an appointment to visit the school, so you will be able to see the children at work in their classes and I will have the opportunity to answer your questions. In the meantime you might care to look at our website, www.merryhill.org.uk, which has links to our 'Outstanding' Ofsted Report, 'Merry Hill Matters' Newsletters and much more.

Choosing a school for your child is one of the most important decisions you will have to make. If you would like to know any more, or would like to visit the school, please do not hesitate to ask.

I look forward to meeting you.

Yours sincerely

Pauline Hannibal



INVESTOR IN PEOPLE

Merry Hill Infant School and Nursery

Headteacher

Mrs Pauline Hannibal

Director of Education

Mr John Harris
Children, Schools and Families
Hertfordshire County Council
County Hall
Hertford

Telephone

01992 555818

School Governors:

Parent Governors

Paul Abrahams (Chair)
Paul Kassapian
Stuart Miller (Vice Chair)
Craig Tallon

Staff Governors

Pauline Hannibal (Headteacher)
Nicola Perry
Laura Scott

Community

Jarmo Kesanto
Pat Purkiss

Local Education Authority

Mike Bruce
Robert Gamble

Merry Hill Staff - September 2009

MRS PAULINE HANNIBAL	Headteacher
MRS NICOLA PERRY	Designated Teacher for Child Protection Deputy Headteacher Foundation Stage Co-ordinator Reception Teacher
MRS SARAH FORSTER	Special Educational Needs Co-ordinator Inclusion Co-ordinator
MRS NORAH O'BRIEN	Nursery Teacher
MRS SANDRA ANDERSON	Senior Early Years Practitioner
MRS CHRISTINE HAWKINS	Early Years Practitioner/Nursery
MRS LYNDA WILLIAMS	Teaching Assistant in Nursery
MISS CHARLY SCOTT	Reception Teacher
MRS JACQUI CYMAN	Teaching Assistant in Reception
MRS SUE HEDGES	Teaching Assistant in Reception
MRS SALLY-ANNE LATCHAM	Teaching Assistant in Reception
MRS FAY SUMMERS	Year 1 Teacher/Joint KS1 Co-ordinator
MRS HELEN OLDFIELD	Senior Teaching Assistant/1S
MISS KATIE HONNOR	Year 1 Teacher
MRS SHEILA TUNWELL	Teaching Assistant in 1H
MRS LAURA RILEY	Year 2 Teacher/Joint KS1 Co-ordinator
MRS LESLEY-ANNE HOPKINS	Teaching Assistant in 2Riley
MRS JANE READ	Teaching Assistant in 2Riley
MRS JEANETTE ROBERTS	Year 2 Teacher
MRS JANET SUMPTER	Teaching Assistant in 2Roberts
MRS TRUDIE GOODWIN	Teacher - PPA
MRS THERESA SMITH	Teacher - PPA
MRS CLARE STEVENS	Teacher - PPA
MRS JANET KAMINTZIS	Secretary/PA
MRS ALISON COMBRIDGE	Administrative Assistant
MR JIM WHITAKER	Caretaker
MR ALAN GLOVER	Part time Caretaker
MRS LISA COLLINGS	Senior Midday Supervisory Assistant
MRS LISA AUSTIN	MSA (RS)
MRS TANYA CATLIN	MSA (RP)
MRS LESLEY-ANNE HOPKINS	MSA (2Roberts)
MRS GABY LANG	MSA (1H)
MRS MICHELLE PHILLIPS	MSA (2Riley)
MRS TINA STOVEY	MSA (1S)
MRS SUE WYBORN	MSA (Reception)
MRS RITA HENKE	Cook Manager
MRS SELINA NAZNEEN	Kitchen Assistant

Children's Learning

Children learn best when...

- ✓ They have a positive self-image
- ✓ They are in a stable and secure environment
- ✓ They are in good health
- ✓ They are confident of their own abilities
- ✓ They can interact positively with other children and adults
- ✓ They have equal opportunity to learn through meaningful experiences and challenging and stimulating activities
- ✓ Teaching starts from the child's current level of ability
- ✓ There is constructive parental involvement

At Merry Hill we have policies in place that enable children to learn in the above manner and provide continuity and progression for each child.

Aims

1. To provide a secure, caring and stimulating environment that will encourage children to develop lively, enquiring minds
2. To foster the development of a positive self image, independence and a sense of responsibility
3. To enable children to become aware of their own feelings and be sensitive to the needs and feelings of others; also to develop a concern for all living things and for the environment inside and outside the school
4. To give the children the opportunity to work both independently and collaboratively to enable them to begin to develop their potential both physically and intellectually
5. To present a broad and balanced curriculum that will stimulate a natural curiosity and a love of learning
6. To provide a curriculum that is sufficiently differentiated to meet the needs of each child.

Investors in People

We are extremely proud to have received the prestigious National 'Investor in People' Standard. This award recognises the high quality of staff development within the school that directly affects the quality of our teaching and your children's learning.

The Organisation of Merry Hill

Merry Hill School is a County Controlled Mixed Infant School and Nursery admitting children between three and seven years of age.

The school is divided into a morning and an afternoon Nursery, two Reception classes, two Year 1 and two Year 2 classes. At present there are approximately 180 children in the Infant School plus 26 children in the Morning Nursery and 26 children in the Afternoon Nursery.

All children enter the Nursery, for a morning or an afternoon session, in September.

Children enter Reception in September. Please note that if you want your child to come to Merry Hill School you must apply for a Reception place at Merry Hill even if your child is already at Merry Hill Nursery. A place at Merry Hill Nursery does not guarantee a place in Reception. Places are allocated by County and where a school is oversubscribed the County admission rules are applied (see page 20).

In the September before their sixth birthday all Reception children transfer to one of the two Year 1 classes. On the completion of Year 2, the children transfer to Ashfield Junior School where they will cover Key Stage 2 of the National Curriculum.

All classes are made up of children from a wide range of abilities. The class teacher, besides being responsible for the general welfare of the children in the class, is also responsible for teaching a broad curriculum. Children are taught according to their ability and both the Early Years Foundation Stage (Nursery and Reception) and Key Stage 1 (Year 1 and Year 2) curricula are delivered through carefully planned lessons.

School Hours 2009/10

	Nursery	Reception	Yr 1 & Yr 2
Morning:	9.00am - 11.30am	8.55am – 12.00	8.50 – 12.00
Afternoon:	12.45pm - 3.15pm	1.15pm - 3.15pm	1.15pm – 3.15pm

School Hours 2010/11

Please note that from September 2010 the Nursery hours will be:

Morning: 9.00am - 12.00am
Afternoon: 12.15pm - 3.15pm

The Curriculum

At Merry Hill the focus is on children as individuals. Throughout the school we take account of their social, emotional, spiritual, moral and physical needs as well as their intellectual needs. In order to do this we cover The Early Years Foundation Stage Curriculum for children in the Nursery and Reception classes and the Key Stage 1 National Curriculum for Year 1 and Year 2 children.

Both curricula are broad based, stimulating and enjoyable and relate to the children's experiences and interests. Work is carefully planned and monitored to enhance continuity and progression from the Nursery to the end of Year 2.

A topic focus is used to teach some subjects and other subjects are taught separately. The children are taught in a variety of groupings from individual to whole class. These groups may be of mixed or single ability according to needs.

Additional support or challenge is provided, where appropriate, by our Early Years Practitioners, Teaching Assistants and Special Educational Needs Co-ordinator (SENCo)/Inclusion Co-ordinator (INCo).

The Early Years Foundation Stage

At Merry Hill, the Early Years Foundation Stage begins when children reach the age of three and continues until the end of the child's time in the Reception class i.e. throughout Nursery and Reception. This stage covers a progression of work in the following six areas: -

1. Personal, social and emotional development
2. Communication, language and literacy
3. Problem solving, reasoning and numeracy
4. Knowledge and understanding of the world
5. Physical development
6. Creative development

The Nursery

In Nursery the children are encouraged to learn through planned and structured play, using a wide range of materials and equipment including the computer. This enables the children to gain greater independence and confidence and to take an active part in their learning.

Great emphasis is laid on the development of personal, social and emotional skills to enable the children to work, play and co-operate with others in a group beyond the family. The children learn to express their thoughts and feelings and behave in an appropriate way.

The children are encouraged to talk and listen to others, develop a love of books and gain awareness of print.

Number rhymes and games enable the children to develop mathematical language and ideas. Through a variety of activities the children learn to compare, sort, match, order, sequence and count.

Through their natural curiosity the children learn about the environment in which they live and work. They observe and explore and are encouraged to ask questions about why things happen and how they work.

The Nursery and Reception classes have their own outside play area where the children are able to explore, plant and weed, and use the large wheeled toys. The school hall is also used for gymnastics and dance.

Many opportunities are provided for the children to develop their imagination and to express their ideas and feelings. Much of what goes on in the Nursery will seem like play. Play is children's work and it is through this that they will develop into independent, self-reliant, reasoning, questioning children who will transfer to a Reception class with confidence.

The Reception Class

The Curriculum begun in the Nursery is continued throughout the time spent in the Reception class. Through more structured activities in all six areas of learning, the children are able to build on and extend the skills already acquired.

Much time and attention is given to increasing the children's personal, social and emotional development.

There is a strong emphasis on the teaching of English and Mathematics through daily Literacy and Maths sessions. This enables the children to develop a firm foundation on which to build their concepts of print and number.

Joined handwriting (Continuous Cursive Handwriting) is taught throughout the school. This maintains the flow and assists correct letter formation and spelling.

A variety of practical activities enable the children to develop a knowledge and understanding of their environment, other people and features of the natural and man-made world. The children's work provides a sound basis for historical, geographical, scientific and technological learning.

Physical activities increase the children's control, mobility and awareness of space. The children are encouraged to establish positive attitudes towards a healthy and active way of life.

The children continue to explore art, music, dance, stories and imaginative play in order to develop their imagination and their ability to communicate and express ideas and feelings in creative ways.

Key Stage 1 (Year 1 and Year 2)

During Key Stage 1 children work on programmes of study in the following subjects: English, Mathematics, Science, Information & Communication Technology, History, Geography, Design & Technology, Art & Design, PE, Music and Religious Education.

English

Language development is central to the whole curriculum, and we place a strong emphasis on speaking and listening, reading and writing. The children are encouraged to speak clearly, and listen attentively. Reading, writing and spelling are mainly taught through the daily Literacy lessons.

A love of books and a joy of reading are fostered at all stages of development with many strategies for reading and writing being taught to develop literacy skills. Reading is taught during guided reading sessions in groups.

Joined handwriting (Continuous Cursive Handwriting) is taught throughout the school. This maintains the flow and assists correct letter formation and spelling.

All children take part in drama through improvisation, role play, puppets, class assemblies and school concerts.

Mathematics

We aim to make the children aware of the importance of mathematics and to help them enjoy this subject through meaningful and challenging activities during our maths lessons. We emphasise the use of mental arithmetic and problem solving and mathematical investigation work. There is a great deal of practical application using real life situations to enable children to understand fully why, as well as how, solutions are achieved.

The programmes of study from the National Curriculum include:

- Using and Applying Mathematics
- Number
- Shape and Space and Measures

Science

We aim to make the children curious about their environment, seek explanations and explore ideas. Through observation and investigation the children will develop intellectual and practical skills. We are fortunate in having extensive grounds with a wildlife area and a pond area. These are much used by the children to develop an awareness and understanding of the world around them.

The programmes of study from the National Curriculum have been incorporated into our topic framework and cover Living Things, Materials and their Properties and Physical Processes.

Information and Communication Technology

This subject is concerned with storing, processing and presenting information by electronic means. Skills are taught and practised across the curriculum to enhance and extend learning and to enable children to gain the confidence to use Information Technology in later life. We have an ICT suite containing 17 computers, interactive whiteboards in all classrooms and networked computers in every classroom from Nursery through to Year 2. The school has Broadband Internet connection. We employ a part-time ICT technician.

Design and Technology

This is about identifying needs, generating ideas, designing, making and testing to find the best solutions to problems. Children cover this area of the curriculum through topic work or projects involving art, craft, cookery and woodwork.

History

We believe that effective learning takes place through skilfully guided talk between children when observing and handling artefacts, the study of old photographs and drawings, by listening to and discussing stories and episodes from the past and by questioning visitors who are able to talk to the children about their own personal experiences. History comes alive when children are involved in "role play" situations and during visits to museums and historical sites. The school building, being Victorian, provides the children with a rich source of historical information.

Geography

The children's geographical learning is mostly based on direct experience, practical activities and exploration of the locality. They explore maps, follow directions, identify physical features and study a variety of areas throughout the world. Our extensive school grounds and local environment provide useful sources of information to increase the children's awareness in this subject.

Art and Design

The children are encouraged to use a wide range of materials whilst they explore their own creativity. Through these opportunities they are able to express fully their thoughts and feelings. The works and styles of famous artists stimulate the children's work and develop their art appreciation. Praise and encouragement increase the child's self-confidence and helps to raise the quality of their work.

Music

Music is for enjoyment and our children have many opportunities to listen to a wide variety of music as well as being encouraged to compose and perform their own works. Through music the children have the opportunity for self-expression.

Physical Education

Through physical education the children gain agility, co-ordination and self-control. They gradually acquire basic skills in gymnastics, dance and movement and games. Through PE the children learn to work individually and co-operatively with a respect for others and for rules. They also learn the importance of good health, exercise and keeping fit. The sporting emphasis at Merry Hill is 'every child joins in'. PE lessons and the annual sports day reward both achievement and participation.

Religious Education

Religious Education is not part of the National Curriculum but, under the 1988 Education Reform Act, must be provided for all children. The Hertfordshire Agreed Syllabus is used to provide a framework for the children to learn about the practices and beliefs of Christianity and other major world faiths. At Merry Hill we focus on Christianity, but also include aspects of Judaism, Islam and Hinduism.

Collective Worship

The school assembly plays an important part in the life of the school, bringing pupils and teachers together. The joy of listening to stories and music, singing, applauding each other's achievements and spending time in quiet reflection gives a sense of security and a feeling of belonging to a supportive and caring community.

Parents who wish to withdraw their children from assemblies and religious education are asked to discuss their wishes with the Headteacher.

Personal, Social and Health Education and Citizenship

At Merry Hill we have a whole-school approach to teaching PSHEC and hopefully this will complement the personal and social development parents provide at home. Through PSHEC we aim to provide an environment in which the children feel safe and for which they have some responsibility. We encourage positive behaviour through our Golden Rules and enable the children to become aware of their own thoughts and feelings and show respect for those of others through Circle Time sessions. Through a variety of activities, the children are encouraged to develop a healthy and safe lifestyle. We also prepare the children to play active roles as valuable members of both the school and the wider community.

The children are helped to become more independent and develop an awareness of themselves and their effect on others and also to be sensitive to the needs of those around them. Each child should become confident enough to make their own moral judgements and form their own set of moral values.

Children are expected to develop a sense of responsibility and self discipline and behave in an appropriate manner. Discipline and rules are necessary for the safety and well being of all in the school. Our expectations regarding behaviour are made very clear to the children and wherever possible we recognise and praise good behaviour as an example. The school has a Behaviour Management Policy and each class follows the 'Golden Rules'. The County Policy on Bullying has been adopted throughout the school.

Sex Education

This is not taught separately from other aspects of the curriculum. Many of the topics covered are designed to nurture a good self-image, a respect for others and the world in which we live, and the realisation that we are all interdependent. Young children are curious and questions about sexual matters often arise. When such questions do arise they are answered honestly and sensitively at a level suitable for the children to understand.

Extra Curricular Activities

There are several after school clubs including Art, Dance and Drama, Gymnastics, Netball/Basketball and Football. Whilst we are proud of the wide variety of clubs we offer, we are firm believers that children and parents need time to be together and that the children need time to enjoy being an infant!

Special Educational Needs and Gifted and Talented

Merry Hill has a very positive and caring attitude to pupils who may be experiencing difficulties. A whole school approach is used to identify and provide for children with special needs. Once a need has been identified, we liaise with parents and provide a programme of support from within the school. Where necessary we will use the facilities of the Education Authority to extend this programme. Our Special Educational Needs Policy is available to parents on request. The school has had ramps and a disabled toilet installed in order to accommodate disabled pupils.

Children of high ability as well as those experiencing learning difficulties are supported by our Special Educational Needs Co-ordinator (SENCo)/Inclusion Co-ordinator (INCo) to enable them to reach their full potential. Teaching Assistants work in each class to give additional support and challenge to the children.

Assessment, Recording and Reporting

The Nursery Learning Record is completed for children during their time in Nursery. The Foundation Stage Profile is completed for children during their time in Reception. Outcomes are reported to the LEA and DfES as well as parents at the end of the Reception year.

Progress is carefully monitored in all subjects and teachers constantly assess children's work recognising their personal strengths and areas for improvement in order to set targets and plan future teaching. We also encourage the children to become involved in their own assessment. Targets are set in English and Mathematics for each child.

Detailed records are kept of children's attainment and parents are informed of progress at Parent Consultations and also in an annual written report.

Towards the end of their infant education, Year 2 children are formally assessed in English, Mathematics and Science. Parents are given this end of Key Stage assessment with their child's annual report.

Standard Assessment Tasks (SATs) – 2009 Key Stage 1 Results

These tables show results for Year 2 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the school at the end of Key Stage 1. Figures may not total 100% because of rounding.

TEACHER ASSESSMENT					
Percentage at each level					
	W	1	2	3	4+
SPEAKING AND LISTENING	0	0	53	47	0
READING	0	3	43	53	0
WRITING	0	5	60	34	0
MATHEMATICS	0	0	54	47	0
SCIENCE	0	0	52	48	0

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

Celebrating Success

At Merry Hill we see self esteem as a significant factor in being a successful learner and we have an ethos of recognising, encouraging and rewarding children's efforts and achievement and celebrating success. Due to the age of the children, much of this will be in the form of immediate oral feedback. We also celebrate individual achievements as a whole school through Achievement Assemblies and by encouraging the children to show good work to the Headteacher or to previous teachers.

Equal Opportunities

Education at Merry Hill is based on the principle that all children should have access to, and the opportunity of benefiting from, wide educational opportunities regardless of disability, gender or race. The school has adopted the County School Equality Scheme on disability, gender and race.

Parental Involvement

At Merry Hill we believe our parents are partners with us in developing their children's love of learning, respect for themselves, others and our world. We believe this is best achieved through effective communication with our parents and by welcoming them into school as partners in their child's education. There are many occasions when we specifically invite parents into the school, such as curriculum evenings, open evenings, etc. However, parent helpers are also an essential part of the way we work in school and they help the children in a variety of ways, whether by hearing a child read, playing a maths game, cooking, gardening or maybe helping to sew. Grandparents are also welcome. We also offer workshops to help parents learn how to help their child in school.

Home/School Agreement

It is a statutory requirement for all schools to have a Home/School Agreement; all new parents will be sent a standard agreement form for signature. This simple agreement was drawn up by parents, staff and governors of both Merry Hill and Ashfield schools and covers the aims and expectations of both schools and the families attending.

Criminal Records Bureau (CRB)

It is a legal requirement that all voluntary helpers complete a CRB check. Clearance must be in place before working with the children.

Friends of Merry Hill (FOMH)

We are fortunate in having an active Parent and Teacher Association which organises social and fund raising events, the proceeds of which directly benefit the school. All parents and teachers are automatically members of the Association and are eligible to attend functions and committee meetings.

Community Links

We place great value on our links with the community. Every effort is made to use and strengthen these ties. Naturally our bond with Ashfield Junior School is an obvious and much evident tie, taking many forms. The two Headteachers meet regularly and there are visits to and from each school by Staff and children.

Local businesses, shops and companies support our fund-raising events and are used for visits whenever possible and appropriate. Walks in the vicinity include visits to local shops, the allotments, the Museum, Church, Synagogue etc. The history and geography of our community play an important part in our curriculum. Other places visited on a regular basis include local parks, allotments and the surrounding roads and pathways. The children are encouraged to support charities raising money for many groups in need.

Educational Visits and Visitors

Educational visits are arranged when possible and appropriate. All such outings play an important part in the education of the children as they form the basis of much schoolwork and also provide an opportunity for children to learn how to conduct themselves in different situations.

In line with Government policy on charging a voluntary contribution towards cost of entry and insurance is invited from parents.

We plan a programme of visitors throughout the year appropriate to the activities and topics taking place in classrooms. These visitors enhance the education provided and give rise to discussion, widen experiences, heighten awareness and stimulate the children in a variety of ways. The value of resulting follow-up work is beyond measure. The voluntary contributions of parents help ensure that such experiences are regularly featured on the school calendar and that we see performances of good quality and high standards.

Charging for Materials

There are times when the school may provide materials for an activity. Parents may be charged for these materials in which case the finished product becomes the property of the parent. Parents are asked to contribute £5 per year into the Design & Technology Fund to cover the cost of materials and ingredients.

School Milk

Milk is available, at a termly rate, for those children who would like to have it. This is free for all children under the age of 5 years.

Water Bottles

At Merry Hill the children are encouraged to drink water during the school day and the Friends of Merry Hill kindly provide water bottles, when they start in Reception, for this purpose. Tap water is always available.

School Lunches

Meals are cooked on the premises. A wide choice is always available, and special diets can be catered for. We send menus home so that parents can choose which main meal their child eats. Packed lunches may be brought if preferred or children may go home for lunch if you so wish.

School Uniform

The wearing of school uniform is preferred but not compulsory. This is grey and yellow. A school polo shirt and sweatshirt are available if required.

School Café

The Friends of Merry Hill operate a small café that is open every Tuesday from 3 - 3.45pm. Healthy snacks are on sale as well as school sweatshirts, polo shirts, hats and book bags.

Attendance

At Merry Hill we encourage good attendance and punctuality in order to enable all pupils to take the fullest advantage of the learning opportunities available to them. For the year 2009 the pupil attendance figures are better than national and Hertfordshire averages at 95.6%.

Health and Welfare

School Health Dept, Peace Prospect Children's Centre,
Peace Prospect, Watford, Herts, WD17 3EW. Tel: 01923 470649.

Regular visits by the School Nurse provide an opportunity for parents to discuss any particular problems. We are also fortunate in having our own Paediatric First Aid trained Senior Teaching Assistant and Midday Supervisory Assistants to care for the day to day medical and health needs of the children. A significant number of other teachers and teaching assistants have also undertaken Paediatric First Aid training.

As some children are wary of dogs, no dogs are allowed on school premises. It is against the law to smoke in the school premises. The school grounds have also been designated as a 'No Smoking' area.

Child Protection

Schools have a duty to safeguard and promote the welfare of children who are their pupils and this responsibility necessitates a Child Protection Policy and procedures. Schools may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Merry Hill has a Child Protection Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/carers to see.

Mrs Hannibal is the Designated Senior Person for Child Protection. She will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and practice.

Complaints Procedures

Parents are encouraged to come into school to talk about any aspect of their child's education. Should it become necessary to make a complaint the initial contact should be with the Teacher followed by discussion with the Headteacher. This usually resolves any problems. However, if this fails the Governors should be contacted. The Local Education Authority has published detailed guidelines for making formal complaints if contact with the school has failed. Details are available from the Office.

Public Access to Documents

Government and County documents relating to the school and/or the Education Acts are kept in school and may be made available by prior arrangement with the Headteacher. All school policies are also available to parents.

Nursery/Reception Admission Policy 2009/10

The School Admission Policy is in accordance with the current Hertfordshire County Council Admission Policy. County sends admission application forms to parents to enable them to state their preferred schools. This is now two separate processes and parents do need to apply twice – once for a Nursery place and again a year later for a Reception place.

Places are allocated by County and where a school is oversubscribed the County admission rules are applied. These rules are the same for both Nursery and Reception admissions and are as follows: -

1. Children in public care.
2. Children for whom it can be demonstrated that they have a particular medical or social need to go to the school.
3. Children who have a sibling on the roll of the school or linked school at the time of application for admission, unless the sibling is in the final year of the school or linked school, whichever provides for the older children.
4. Children for whom the school is their nearest community or voluntary-controlled school.
5. Children who live nearest to the school.

Nursery Admission Procedure

County sends admission application forms to parents to enable them to state their three preferred Nursery schools. Places are allocated by County and where a Nursery is oversubscribed the County admission rules are applied.

Our Nursery class admits up to 26 children per year into each of the Morning and Afternoon sessions.

Children are admitted into the Nursery Class at the start of the Autumn Term (September).

All children attend for five morning sessions from 9.00am-11.30am, or for five afternoon sessions from 12.45pm-3.15pm. We regret we are unable to mix the sessions, as this is disruptive to the children and to the Nursery organisation.

Please note that children attending Merry Hill Nursery class should not attend another Nursery or playgroup as different expectations may cause confusion to the child.

Admission to Nursery will be phased over several days to enable the children to settle more quickly. Class visits will be arranged at the beginning of the term immediately prior to starting.

Where possible we give priority to the younger children having a morning place and the older children having an afternoon place.

Reception Admission Procedure

County sends admission application forms to parents to enable them to state their three preferred schools. Please note that if you want your child to come to Merry Hill School you must apply for a Reception place at Merry Hill even if your child is already at Merry Hill Nursery. A place at Merry Hill Nursery does not guarantee a place in Reception. Places are allocated by County and where a school is oversubscribed the County admission rules are applied.

The main school admits up to a total of 60 children per year to the two Reception classes. All children start in Reception in September. The starting dates are staggered to allow small groups of children to start each day. These arrangements allow for a calmer and more gradual start for all concerned.

Transfer to Ashfield Junior School

Most children transfer from Merry Hill Infants to Ashfield Junior School in the September following their seventh birthday. However, please note that transfer is not automatic. Hertfordshire County Council will send you a booklet containing an Application Form at the beginning of the Autumn Term. *If you do not complete this form you will not be eligible for a place at Ashfield School.*

Parents are notified as to the success of their application during March.