

# 2016 ANNUAL REPORT FROM THE GOVERNORS TO PARENTS



RHODES AVENUE  
PRIMARY SCHOOL

GOVERNING BODY MEMBERSHIP • CHAIR, HEADTEACHER AND  
COMMITTEE REPORTS • DESTINATION OF SCHOOL LEAVERS •  
STAFF LIST • SCHOOL DEVELOPMENT PLAN • SATs RESULTS

## GOVERNING BODY DETAILS

The current governing body is as follows:

	<u>NAME</u>	<u>END OF TERM OF OFFICE</u>
PARENT GOVERNORS	Paul Beale	July 2020
	Kay Carter	June 2019
	Rebecca Goldberg	January 2019
	Katy Jackson	December 2017
	Helen Walsh	December 2017
CO-OPTED GOVERNORS	Emel Ali	January 2018
	Dianne Bluemink	January 2018
	Lucia Glynn	January 2018
	Mike Greenwood	January 2018
	Natasha Morgan	January 2018
	Alison Vaughan (Chair)	January 2018
	Oliver Beach	July 2020
LA APPOINTED GOVERNOR	Claire Weir	November 2019
HEADTEACHER GOVERNOR	Adrian Hall	
STAFF GOVERNOR	Shane Claridge	August 2017
ASSOCIATE MEMBERS	Tracy Graham (Business Manager) Maria Panayiotou (Deputy Headteacher) Sam Perkins (Maternity cover governor) Andrew Satwich (Facilities Manager)	
GOVERNORS' CLERK	Hannah Cleary	

The Chair can be contacted by writing to:  
Rhodes Avenue Primary School, Rhodes Avenue,  
London N22 7UT or by emailing:  
[rhodes.governors@gmail.com](mailto:rhodes.governors@gmail.com)

## CHAIR'S REPORT - ALISON VAUGHAN

***This Annual Report for 2016 gives information to parents about what the school and the Governing Body have achieved over the last year, and what is planned for next year. The document includes reports from the Chair, the Headteacher and the committee chairs of the Governing Body.***

### NEW HEADTEACHER

2015/16 was Adrian Hall's first year as our new Headteacher. He settled in extremely quickly and implemented a number of initiatives that have been welcomed by the school community. These include: improving punctuality and site security; clarifying the school's approach to competitive sport by consulting with all school stakeholders and then producing a policy; planning full-time nursery places for September 2016. He has led the school through a number of national changes to education, notably new and harder SATs tests and developing new assessment methods. It is a pleasure to work with Adrian and I greatly respect him as a colleague – his openness, integrity, comprehensive knowledge and commitment are all the qualities that the governing body sought in appointing a new head.

### SATs RESULTS

2016 was the first year of the new SATs exams and a new system of marking. Nationally, there was a lot of uncertainty about what was expected and it was late in the day when the Department for Education (DfE) announced that it expected schools to achieve an overall combined floor target, at KS2, of 65% attainment and meet the national measure for good progress of 0. In reality, the national average was just 53%. This puts in context just how well Rhodes Avenue did, achieving an overall grade of 85% - more details on page 16 of this Report. Adrian Hall received a call from the DfE to congratulate the school on its exceptional results. Once again, the governing body would like to thank all the staff for their unflappable commitment, quality of teaching and enthusiasm, all of which enable the children to enjoy their learning and to shine.

Another feather in our attainment cap is that Rhodes Avenue is 37<sup>th</sup> in the top 250 high performing schools nationally over the last three years (2013-2015).

### OTHER ACHIEVEMENTS

Of course, the school gives your children a far broader education than those subjects covered by SATs exams. All children are encouraged to explore many other areas of education and this is reflected in their many experiences and achievements over the past year in Sport, the Arts, Chess, French, the Amnesty International awards, Computing – to name but a few.

The staff and children were also acknowledged by receiving four nominations in Haringey's Outstanding For All 2015 awards in categories for Lifetime Achievement, Teacher of the Year, Overcoming Adversity and Sport for All. We were delighted that retiring Headteacher Christine Witham won the Lifetime Achievement award and our other finalists were recognised for their achievements.

#### FUTURE OF SCHOOLS

As most of you will be aware, over the course of last year the government intended to produce a White Paper requiring all schools to become academies. This was then watered down but significant funding is being phased out for Local Authorities, requiring all schools to scrutinise how they operate in the future. The governing body is not intending to make any hasty decisions but we have set up a Future of Schools working party to keep abreast of current thinking and options.

#### SCHOOL DEVELOPMENT PLAN

Governors are required to sign off, and oversee, an annual School Development Plan (SDP). This year, the Governing Body again held an annual 'day at school' that included lesson observations, assemblies, and topical presentations from subject leaders – plus lunch and playtime with the children. As ever, it was a truly stimulating day that also gave us the opportunity to discuss and feed into the SDP for this year. Commentary on the key focus areas in the SDP for this last year can be found in the Curriculum report on page 9 and the key focus areas for the current year are summarised on page 15.

#### SCHOOL SITE DEVELOPMENTS

We are continuing to develop the school site. The computer suite is proving an invaluable resource, where the children are able to access the computing curriculum using Microsoft and Apple to complete coding modules, build web designs, and use a range of multi-media tools. The Art room also provides a huge range of resources where our part-time specialist Art teacher provides quality teaching to all classes as well as one-to-one Art therapy. The Spinney is now scheduled into the curriculum to provide outdoor/forest school learning, and we are currently developing plans to improve the outdoor play spaces. RAPSA has kindly agreed to contribute to the costs for this. Which takes me on to ...

#### RAPSA EVENTS

As ever, RAPSA continues to make an enormous contribution to the school with its innovative and successful fund-raising. Every parent at Rhodes Avenue is a member of RAPSA, so do help out if you can.

#### AND FINALLY ...

I would like to say on behalf of the governing body how very sad we are to lose our site manager, Sid Cade, who died last Summer. He was a school institution and gave it loyal support for many years. He is greatly missed.

Also, as ever, my thanks to the members of the Governing Body. They never fail to support, advise, suggest and challenge and their commitment is much appreciated.

## HEADTEACHER'S REPORT – ADRIAN HALL

As I reflect on my first year I realise how special Rhodes Avenue is: the staff, governors, parents and carers, community members and most importantly your children.

Education has faced many changes over the past year: the greater challenge to the National Curriculum, new procedures for assessments and higher expectations for end of phase testing. These challenges have been tackled head on and we should all be exceptionally proud of our achievements, a true testament to the dedication to learning at Rhodes Avenue. A strong emphasis is placed on ensuring the children are able to read, write and communicate mathematically but I hope you would agree that the wider curriculum also plays an important part in school life. The three R's, although important, are not what makes your child special.

Times ahead remain uncertain with shrinking school budgets, the White Paper and the role of Local Authorities. However I remain focused on providing the best possible education for your children, by ensuring they learn to become well-rounded individuals, with a strong moral purpose. Our curriculum and the way we teach will remain innovative and creative, we will continue to strive for inclusivity and instil a love for learning; most importantly your children will continue to be happy!

### WHAT'S NEXT?

Over the next year we will focus on 5 key priorities to drive school improvement:

### PUPIL PROGRESS

To ensure each child reaches their full potential we will be looking at the milestones children reach in reading, writing and maths. We will be looking at new teaching approaches to reading, working with lead professionals to adapt our teaching styles. We will develop new policies to ensure learning is progressive and look at different methods of calculation in maths. We will continue to use high quality texts to support the teaching of writing and the foundation subjects.

We will support children's misconceptions and accelerate learning for the most able pupils through specialist interventions and differentiated whole class teaching.

### HIGH ASPIRATIONS

We will further develop our curriculum for the foundation subjects to ensure all children are being challenged and have the opportunity to apply/master new skills and the concepts taught. Teachers will specialise in a particular subject area to promote outstanding teaching in all areas of the curriculum.

Specialist art, music, computing, PE and outdoor education will be available to all year groups at least once during an academic year. French and PSHE will continue to be implemented across the whole school with formal language lessons taking place from Year 2.

#### ASSESSMENT

Subject leaders of Foundation Subjects will be reviewing their coverage and skills maps, to develop a tracking system to highlight specific areas of strength and future areas for pupil development. These assessments will enable teachers to plan to meet individual needs and focus on improvement across the whole curriculum. We will be able to identify pupils working at Age Related Expectations or above and create a portfolio to showcase pupil learning in all subject areas.

#### PROFESSIONAL DEVELOPMENT

Teachers will be using peer support to review and analyse their own teaching methods through the use of a coach. Teachers will use coaching to support self-reflection and to guide a personalised professional development model. Outstanding expertise from Rhodes Avenue and other schools will support the teaching of all; learning from others promotes dialogue, deep thinking and self-evaluation. This will then enable teachers to ensure pupils reach their full potential as learners.

#### SCHOOL LEADERSHIP

As school leaders we will continue to seek the views of parents, carers and stakeholders. Your views are important to us. They help to identify areas that are working well and those aspects that may need addressing.

The extended provision we offer: full-time Nursery, breakfast club, Play Centre, holiday schemes and afterschool clubs will be reviewed to ensure we meet the same exacting standards in all areas of school life.

#### FUTURE FUNDING

Many schools, ourselves included, are facing difficult decisions around funding and the increased costs we will incur. The introduction of the new funding formula, increased costs of national insurance, pension and income tax contributions means that careful strategic planning and directional thinking is essential.

As leaders we will remain focused on what, as a school community, we hold dear, the aspects that define us as a school. Our determination is to ensure each and every child has the very best educational experience, while feeling cared for, experiencing success and being happy.

## RESOURCES COMMITTEE- LUCIA GLYNN

The budget below is for the year to 31 March 2016. The school's policy in allocating resources is to allocate as much of the funding as possible towards teaching and learning, maintaining the school's educational resources, and developing site and buildings. Over the next few years, careful budget management and regular reviews will be critical as school budgets come under increasing pressure. In July the Secretary of State announced that the National Funding Formula (NFF) for schools will be delayed until 2018/19 to allow more time for consultation. This has caused further uncertainty. We will be working with the London Borough of Haringey to forecast the impact of the NFF on our school budget and to determine how best to protect teaching and learning from anticipated reductions in funding.

Tracy Graham, School Business Manager, came into post in September 2015 following the retirement of Litsa Pibworth. During the 2015-2016 academic year, the school introduced an online payments platform which means that the school office is now cashless. This is easier for parents and carers, and has led to increased efficiencies in the school administrative function.

Governors approved the school's plans for the introduction of full-time nursery places and for the refurbishment of the Rhodes Avenue Play Centre during the summer break, the costs of which will be met by the Local Authority.

Despite the difficult financial climate, the school was able, with prudent budgeting, to end the year with a healthy surplus of £104,054.

Staff Salaries	£2,293,638	73.07%	
Premises / Rates & Services	221,813	7.07%	
Learning resources*	117,394	3.74%	
Standards Fund Expenditure**	95,114	3.03%	
External Services***	410,954	13.09%	
<b>Total Expenditure</b>	<b>£3,138,913</b>	<b>100.00%</b>	
Income from LEA	£2,686,570		
Income from other #	449,419		
Income from RAPSA	3,041		
Carry forward 14/15	103,937		
<b>Total Income</b>	<b>£3,242,967</b>		
<b>Carry Forward 15/16</b>	<b>£104,054</b>		
* This includes furniture, equipment and visits			
** This includes ICT equipment, teacher training			
***This includes school meals, and swimming lessons			
# This includes central government payments			

## CURRICULUM COMMITTEE – REBECCA GOLDBERG

The Curriculum Committee oversees the implementation and delivery of the curriculum in the school, monitoring both statutory targets and curriculum areas outlined in the School Development Plan. It also reviews curriculum policies and is the forum for discussing any issues or new developments relating to the curriculum.

### KEY CURRICULUM FOCUS **To review the development of the school curriculum in line with national changes.**

Part of the School Development Plan in 2015 was to *further develop and embed the new Primary Curriculum*, in particular, the new curriculum introduced in Years 2 & 6 this year. The school has been very proactive in anticipating the demands of the new curriculum, and staff have gone the extra mile to support children through a challenging transition. Some areas of the new curriculum have pushed children significantly beyond what was previously expected, and we are pleased to report that they have responded very positively as borne out by the recent results. It is important to note that the Senior Leadership team (SLT) and staff have taken pains to ensure children have not felt undue pressure, keeping the emphasis on interest and learning, rather than 'tests'.

Members of the Committee conducted Book Looks & visits over the year. We also attended a Governors' Day in the summer term. These visits are very illuminating for governors, showing practically what students are learning and their progress over the year.

### **To understand newly developed tracking systems and changes to assessment systems.**

Another School Development Plan objective for last year was *to ensure Rhodes Avenue is fully prepared for 'Life without Levels'*. Members of the Curriculum Committee took part in the training on Target Tracker, the school's new assessment system. As the year has progressed, the Curriculum Committee has become familiar with the outputs of Target Tracker including attainment, within year progress and progress during Key Stage. Part of our review has been to understand what measures the school staff have taken to become familiar with the new system and to check it is being used consistently and confidently by all staff. The Committee has been particularly impressed with all the hard work staff have put in over the year to embed the new system to the point now where it can be used to the full.



**To monitor school data**

For the first time, the Curriculum Committee has taken part in monitoring within year data for all years. The Committee undertook five reviews during 2015, probing the Senior Leadership Team's plans to bolster progress or attainment in targeted areas and tracking effectiveness of these plans. This monitoring relies on use of the new assessment system implemented by the school.

***To agree, monitor and review the school's individual subject policies; to ensure that all members of the school community have appropriate access to information on matters relating to the curriculum;***

It is part of the Curriculum Committee's remit to understand the school's approach to teaching and learning individual subjects. We are indebted to subject leads and the Senior Leadership team for developing these policies that are designed to spark innovation, demonstrate best practice, and ensure a consistent approach from teaching staff. The policies are published on the school's website for parents and carers to refer to also.

**To review teacher assessments and understand provision and approach for CPD (Continuing Professional Development).**

Part of the 2015 School Development Plan was to '*Develop a learning culture within the school*'. This extends to learning not just by the children but by their teachers too. The Senior Leadership team shared their approach to CPD which is characterised by more individual choice, peer to peer learning and innovation, and sharing best practice through doing. The Curriculum Committee also reviewed the results of the teacher assessments and any plans for improvement.

**To review strategy for and impact of pupil and sports premium**

The Senior Leadership team shared their plans for the best way to spend the pupil and sports premium, and provided evidence to the Curriculum Committee of how these additional funds were having an impact. We value the experience and skill of the staff in making sometimes difficult spending decisions – and the outcomes realised by the pupils affected.

The committee acknowledges and thanks the Headteacher, Deputy Headteacher, Senior Leadership team and all members of staff for their continuing commitment to ensuring a thriving approach to learning which is guided, but not limited, by the National Curriculum, and enriched by the enthusiasm and skill of Rhodes Avenue staff for the children of the school.

## COMMUNICATIONS COMMITTEE – ALISON VAUGHAN

**The Communications committee monitors all aspects of communication between the school and its stakeholders.**

SCHOOL WEBSITE	The Communications committee has the brief to oversee the school website and how well it is working. A major initiative over this past year has been to develop and produce a completely new website. The design is well under way and it's looking great. It is more interactive and includes many new features that will help parents and other users to find what they need quickly. The new website should be up and running during the course of the Spring term 2017. We will let you know the launch date in good time.
SCHOOL SURVEYS	We continue to seek the opinions of parents, staff and pupils by conducting surveys. A short Pupil survey was conducted each term during the last year with very pleasing results. A staff survey was also conducted where 100% of staff said they were proud to be working at Rhodes Avenue. Parents will receive a survey during the Summer term 2017. We were a little disappointed with the response rate to the last one so please do take the time to complete and return the next one – it will only take a few minutes of your time.
YOUR FEEDBACK	We have received much appreciated comments from many of you at the termly parents' evenings. Feedback has been generally very positive and any areas of concern have been discussed by this committee and an action plan drawn up. A few examples include: many positive and complimentary comments about Adrian Hall as our new Headteacher; the quality of school meals (actioned); concerns about competitive sports (actioned with a new policy); appreciation of the online appointment system for parents' evening.
PARENT WORKSHOPS	To further support home/school communications, a number of workshops for parents were run throughout the year. In addition to subject-based evenings, the workshops included: the new Assessment model; the new SATs; Paediatric training; Phonics; Good Parenting; Book Look. All the evenings were much appreciated by parents.
POLICIES	This committee is required to review various school policies. During the last year we wrote/reviewed: Social Media; Collective Worship; Anti-Bullying; Communications; Preventing Extremism; Safer Use of Images; Freedom of Information/Data Protection; Competitive Sports; Attendance.

## HEALTH, SAFETY & PREMISES COMMITTEE – LUCIA GLYNN

THREE FORM ENTRY	<p>With the building complete, Governors have been working with the Headteacher and Facilities Manager to ensure that all snagging items associated with the new build are closed out. We are very proud of the Art classroom and ICT suite which offer our children specialist teaching spaces in which to develop their skills and knowledge. A new Facilities Manager, Andrew Satwick, was appointed in the Spring and has implemented a number of new processes to ensure that our new buildings are operated and maintained efficiently.</p>
SAFEGUARDING	<p>The school continues to take safeguarding extremely seriously and the Head Teacher, Deputy Head, Chair of Governors and designated staff have all completed relevant training and maintained their expertise. Safeguarding is discussed on a regular basis at the meetings of this committee.</p>
HEALTH AND SAFETY	<p>The school works with Haringey council to ensure that its health and safety procedures are robust.</p>
FIRST AID	<p>Andrew Satwick, is a First Aid Trainer and has trained all our Teaching Assistants and Lunchtime supervisors in first aid. He has introduced a new accident reporting system. The school keeps records of children with special medical conditions and continues to be a nut-free zone. Regular training is given on the use of epi-pens for children who have allergies.</p>
SCHOOL SECURITY	<p>This committee regularly reviews procedures regarding the safety of all members of the school community in the school building and grounds, and pick-up and drop-off procedures in particular, including when school gates should be opened.</p>
LETTINGS	<p>The school is letting its facilities outside of school hours, which is helping the school build links with community groups and others who want to use our wonderful buildings, as well as generating valuable additional revenue to support children's learning.</p> <p>The committee acknowledges the significant contribution to Rhodes Avenue made by the late Sid Cade, the longstanding premises manager who sadly passed away in July.</p> <p>The committee thanks the Headteacher, Deputy Headteacher, Facilities Manager and all members of staff for their continuing commitment to ensuring a safe and healthy environment for the children and other users of the school.</p>

## 2016 – DESTINATION OF SCHOOL LEAVERS

We wish all our leavers well, and hope they will continue to flourish in secondary education. These are the schools they are now attending:

Alexandra Secondary School	37
Ashmole	1
Compton	1
Fortismere	6
Highgate	2
JCoSS	1
Jewish Free School	1
Latymer	6
Northbridge House	1
Park View Academy	1
Rickmansworth School	1
St Andrew the Apostle Greek School	1
St Marylebone C of E School	1

## STAFF LIST - 2016/2017

### TEACHING STAFF 2016-2017

Headteacher: Adrian Hall  
 Deputy Headteachers: Shane Claridge (Teaching, Learning and Attitudes to Learning)  
 Maria Panayiotou  
 Emel Ali (Designated Child Protection officer, Assessment & PE)  
 Assistant Headteacher: Emily Gazzard (Inclusion Leader, SENDCO)  
 Nursery-Hedgehog: Sally Eustance (Nursery Manager)  
 Andrea Clover (R.E)  
 Nursery-Kingfisher: Kirsty Potter  
 Reception-Robin: Laura Moore  
 Reception-Kingfisher: Myrtle Caldeira  
 Reception-Owl : Sophie Papworth (Geography)  
 Y1SP : Sam Perkins (Y1 Year Group Leader & MFL French)  
 Y1JM : Joanne McGahon (Music, Year 3 and Infant Choir)  
 Y1KB/MT : Kate Bentley (History) & Marie Therese  
 Y2KG : Kate Getley (English Subject Leader)  
 Y2SS : Sarah Snead (EY and Maths Subject Lead, Infant Choir)  
 Y2CT : Cameron Taylor (Y2 Year & Maths Leader)  
 Y3RM: Rebecca McFetridge  
 Y3NF: Jette Rayner (KS2 English Lead)  
 Y3WJ: Demetra Jeffels (Year 3 Group Leader) Nina Watson  
 Y4DR: Dylan Rubens (Outdoor Learning)  
 YR4SC: Sarah Chambers (Musc)  
 YR4CB: Catriona Burrows (Y 4 Group Leader & Science)  
 Y5AD: Alison Davies (Computing)  
 Y5ST: Shari Tickell (KS2 History)  
 Y5JF: James Farmer  
 6AC: Aileen Cronin (Science)  
 6EA: Emel Ali (Assistant Head)  
 Additional Teacher: Natasha Morgan (Curriculum)  
 EY SENDCO: Anne Rawcliffe  
 PPA: Loraine Hughes (D&T)  
 Brendan Amooty (P.E)  
 Nadine Fricker (French)  
 Music & Performing Arts Support: Dan Shafran

### SUPPORT STAFF

Business Manager: Tracy Graham  
 Office Manager & PA to Headteacher: Barbara Santos  
 Admin Officer: Joanne Tillson  
 Receptionist/Admin Assist. Jo Simms  
 Admin Apprentice. Leanne Lawrence  
 Facilities Manager: Andrew Satwick  
 Caretaker: Guillermo Nunez  
 Cleaner: Tony Poulos  
 Nursery Nurses: Adriana Lobo  
 Anna Milic  
 Margret Stow  
 Donna Obertelli  
 Donna Cade  
 Jill Karavias  
 HLTA & Lead 1<sup>st</sup> Aider: Wendy Armah  
 HLTAs: Niki Georgiou  
 Kym Barnard-Lim  
 Teaching Assistant:  
 Rohima Ahmed  
 Karima Al-Mosawi  
 Eva Ontiveros  
 Olivett Newing  
 Tom Hoffmann-Lagro  
 Betty Wang  
 Sheena Patel  
 Eleni Marku  
 Samantha Jeffrey  
 Kerry Colletta  
 Lil Mittendorfer  
 Playworker: Maria Ktorou  
 Child Specific TA: Rinat Koran  
 Dexter Bush  
 Christine McNeill  
 Sports Coach: Adem Ali  
 Snr SMSA: Tracey Gilbert Bush  
 SMSA's: Antonis Ktorou  
 Fiona Pantelli  
 Theresa D'Souza (& Playcentre worker)  
 Yasmin Begum (& Playcentre worker)  
 Sue Huseyin  
 Gillian Copas  
 Vicky Roe  
 Dexter Bush  
 Sarah Geedi  
 Librarian: Amanda Chilton  
 Playcentre Manager: Eileen Venner  
 Playcentre Worker: Sharon Richards  
 Chef: Andrew Elliott  
 Kitchen Staff: Linda McGrath  
 Tracey Foster  
 Jorge Diaz  
 Geraldine Lanigan

## SCHOOL DEVELOPMENT PLAN SUMMARY 2016/17

### **Raising attainment and accelerating progress of Key Groups**

- Vulnerable pupils in all classes and in all year groups make at least good progress in reading, writing and mathematics which is reflected in their books. (July 2017)

### **To develop a self-reflective coaching and mentoring model for professional development.**

- To develop the school as a learning community where CPD is personalised and staff feel empowered to take risks.

### **To develop clear systems for tracking pupil attainment and progress within the Foundation Subjects.**

- Foundation subject assessments enable teachers to plan to meet individual pupil needs. Assessment criteria ensure expectations are high and pupils receive a broad and balanced curriculum.

### **All pupils are taught a personalised curriculum that excites learning and promotes high aspiration and achievement.**

- To ensure greater depth for all is embedded throughout the curriculum
- To enable children to excel through personalised, specialist teaching.

### **To ensure leaders at all levels enable pupils and staff to excel.**

- Leaders (including Governors), teachers and staff have a secure understanding of the school strengths and areas for development. Actions are measured and the impact can be seen in all areas of school and community life.

## SATs RESULTS 2016

	Rhodes Avenue	Local Authority Average	National Average
<b>Early Years Foundation Stage Attainment</b>			
Good Level of Development	82%	68%	
<b>Key Stage 1 Attainment</b>			
<b>Year 1</b>			
Phonics	91%	82%	81%
<b>Year 2</b>			
Reading Expected Standard	92%	78%	74%
Greater Depth	39%	28%	24%
Writing Expected standard	86%	74%	66%
Greater Depth	33%	19%	13%
Maths Expected Standard	88%	78%	73%
Greater Depth	37%	25%	18%
Reading, Writing and Maths Combined Expected Standard	81%	69%	60%
Greater Depth	23%	13%	9%
<b>Key Stage 2 Attainment</b>			
Reading Expected Standard	87%	62%	66%
Greater Depth	53%	19%	19%
Writing Expected standard	97%	82%	74%
Greater Depth	47%	26%	15%
Maths Expected Standard	95%	72%	70%
Greater Depth	53%	20%	17%
SPAG Expected Standard	92%	74%	72%
Greater Depth	57%	25%	22%
Reading, Writing and Maths Combined Expected Standard	85%	54%	53%
Greater Depth	32%	9%	5%
<b>Key Stage 2 Progress</b> (The expected National progress measure is 0)			
Reading	4.2	0.8	Rhodes avenue is placed in the top 20% of all Schools Nationally for Reading.
Writing	4.4	2.9	Rhodes avenue is placed in the top 5% of all Schools Nationally for Writing
Maths	4.5	1.6	Rhodes avenue is placed in the top 5% of all Schools Nationally for Maths

The School is placed 37<sup>th</sup>, out of the top 250 high performing primary schools, over a three year period (2013-2015).

# AIMS STATEMENT

Rhodes Avenue Primary School strives to provide the best in primary education. Working in partnership with the local community, the pupils, staff, parents and governors we continue to pursue excellence in all aspects of school life. Our aim is for all children to enjoy learning and achieve success in a healthy, happy and inclusive environment.



RHODES AVENUE  
PRIMARY SCHOOL

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