

Annual Report from Governors to Parents 2018/2019



NOVEMBER 2019



RHODES AVENUE
PRIMARY SCHOOL

Chair's Report

Alison Vaughan MBE

This is a rather special report for me as it will be my last one after 15 years of being Chair. As you will know from the letter I sent to you recently with the headteacher, I am stepping down as Chair after this term but will continue to be on the governing body.

Looking Back

I have been reflecting on all the changes and improvements at Rhodes over the past 15 years during my time as Chair and would like to share some of my thoughts with you.

School Ethos

For those of you who have been parents for several years, you will know just how much has changed at Rhodes whilst your children have been here. For newer parents, you may be interested to know the history.

Over ten years ago, Rhodes was a two-form entry school with dilapidated buildings and classrooms unfit for purpose. The Local Authority approached the school suggesting that it became 3-form entry and after a rigorous consultation, we agreed – providing the result benefitted the whole school community and kept the school ethos that we all valued so much. Just after the major construction project was complete, governors were then required to appoint a new headteacher, again wishing to keep the school ethos at the forefront.

Having played a major part in both of these changes, I can honestly say that - with new and better-resourced buildings and an empathetic headteacher in Adrian Hall – your children have an exceptional education without losing the core values of the school that stretch back over many years.

Curriculum

Primary school education has changed enormously. 15 years ago, it was much simpler. Over recent years, more and more initiatives from the Department for Education have put pressure on teaching to results and an expectation that our children do more and achieve more, rather than giving young children the opportunity to experience an exciting and enjoyable introduction to learning.

In my opinion, I think that Rhodes has done, and continues to do, an amazing job to embrace all the changes. At the same time, it applies its own quiet determination to encourage your children to have fun and develop curiosity across a broad curriculum. This is down to the senior leadership team and the staff who all have your children's best interests at heart. For example, over the last year the school has continued to develop specialised teaching in languages, Art, PE, Music and has external experts come to school and work with year groups. Forest School is finding more ways to teach about the environment outside of classrooms. We have also developed our counselling services by introducing trainee counsellors to support the emotional well-being team, helping to provide one-to-one support to those children and families needing somebody to talk to.

Performing Arts

I would like to acknowledge and praise the many staff and parents who have contributed so much to our performing arts. The performances over the years – Christmas and Year 6 plays - have been a highlight for me and always a reminder that primary school is so much more than learning spelling and times tables. Similarly our choirs and orchestras are truly remarkable and give your children something to treasure and perhaps take into their adult lives.

School Finances

During my time as Chair, governors have always scrutinised the budget carefully. Over the last few years, an austerity government has made it more difficult for schools across the country to stay solvent. Thanks to tireless work from our headteacher, school business manager and facilities manager, the school is in a good financial position. We wait to hear - whatever government

we have in December – whether the school will have a more settled financial situation in coming years.

RAPSA Events

As ever, RAPSA continues to make an enormous contribution to the school with its innovative and successful fund-raising. We have a very dedicated team of parents who support the whole community in so many wonderful ways. Their time, energy and passion for the school do not go unnoticed and governors and staff are truly grateful. Every parent at Rhodes Avenue is a member of RAPSA, so do help out if you can.

Governors

As I sign off shortly as Chair, I am remembering all the governors over the years that have freely given their commitment and enthusiasm. Governors are remarkable people; a group of disparate people who come together regularly to help the headteacher and staff achieve their vision and ambitions. We have parent governors looking to enrich their child's education, staff governors with an interest in how governance enhances them and their colleagues, co-opted/LA governors who have no attachment to the school but an altruistic desire to support our school. Many have come and gone in my 15 years as Chair; all have provided support, advice, expertise and challenge. I give my heartfelt admiration to every one of them.

And Finally

The governors, staff, RAPSA and parents all contribute to helping the school to be the very best it can be. It has been a privilege to be part of that as Chair of the governing body – an enormously fulfilling role. Thank you for your trust in me over so many years. I wish the new co-Chairs every success and hope they enjoy the challenge as much as I have done.

Headteacher's Report

Adrian Hall

We have had another very busy school year with great successes to celebrate. As I watch the school grow from strength to strength, I feel immensely proud to be the Headteacher of our wonderful school.

As a National Support School, we continue to support school to school development. Rhodes Avenue leaders and teachers have worked with senior teams from other schools to improve the quality of education offered; we have worked with schools not only in Haringey, but also in Barking and Dagenham, Waltham Forest and Great Yarmouth. It is this collegiate approach to school leadership and professional development that drives improvement for all Local Authority schools. We have great expertise that is an honour to share.

The whole Rhodes team believe strongly in learning from others, this is why we have dedicated some of our teacher training time to visit outstanding practice in other schools; schools like Eleanor Palmer, a centre of excellence for Maths. Staff continue their learning through making professional connections and research to drive current practice and thinking.

What's Next?

Over the next year we will focus on 3 key priorities to drive school improvement:

Priority 1: Vocabulary: Context and Connections

We will ensure all pupils have access to a curriculum that enables them to make links within and across subjects. Teachers will support pupils in improving their knowledge, demonstrating a deeper understanding of subject content to a sequence learning.

We will be immersing children in language rich environments, introducing new and subject specific vocabulary to challenge and deepen learning. Every opportunity will be explored to encourage the use of new and exciting words. Teachers will therefore continue to develop their subject specialisms, further developing their knowledge of subject areas and attend professional development to enable us to provide the best learning opportunities.

We will support our pupils where English is not their first language to develop spoken English at an earlier age. We will work with NALDIC and our school experts to help create the right environment for language development through focused teaching, intervention and strategies like conversation and sentence stems.

The love of books and reading will continue to be a focus for school. We hope by further extending our teaching book choices, free reading books and reader discussions we will support children to deepen their understanding of books and therefore support their comprehension skills.

Priority 2: Inspirational Leaders, Aspirational Learners

The leadership team will continue to support teacher development and pupil progress in all areas of the curriculum, pupil wellbeing and the school's extended offer.

Subject leaders of the Foundation Subjects will continue to monitor the coverage of the skills and knowledge maps and tracking systems will be used to highlight specific areas of strength and future areas for pupil development. Leaders will be creating subject-specific portfolios to showcase all learning and celebrate pupil achievement. Links will be made across the curriculum to ensure children feel excited about their learning and are provided with a real purpose for their work. Specialist leaders will continue to enhance our curriculum offer for pupils and support teachers in their own professional development, planning and teaching.

Priority 3: Healthy body and Health Mind

As we move into the second year of developing our core offer to support mental health and wellbeing in school I would like to celebrate the strides we

have made so far. We have developed our school support team by training staff to support emotional wellbeing (ELSA), we have three members of staff who are trained in art and play therapy and we have also broadened our counselling team (4 trainee counsellors). This year we will help staff to develop a deeper understanding through a range of professional development opportunities. This will create an offer that is embedded into every aspect of school life. Dr Janet Rose has already delivered professional development on attachment and this will support our long-term vision for the school.

We will be working with our network of schools (NLC), RAPSA and wider school community to develop a wider awareness of global responsibilities. We are planning ways to reduce our carbon footprint, becoming a greener school, investigating new ways to reuse and recycle as well as creating wider, global links.

Future Funding

In the year ahead, we will be looking at Service Level Agreements, contracts and central service providers. Joint procurement opportunities are being investigated with our local schools and we will continue to review the services we provide: school lettings, School to School support work, after school care, holiday schemes and Nursery provision.

We have made many changes to our extended care and your feedback has been instrumental in shaping the direction moving forward. We have again added more places to our Breakfast, After School and Holiday clubs, reviewed the food menus, provided specialist sessions and invested time when staffing these services.

The next few years for schools will be financially challenging. School leaders and governors will continue to pay close attention to national directives and plan accordingly.

Committee Reports

Finance and Resources Committee

Dianne Bluemink

The annual school budget supports the School Development Plan and prioritises teaching and learning, provision of educational resources and the maintaining our school facilities. Despite the challenging financial climate facing all schools, the Finance and Resources Committee is pleased to report that Rhodes Avenue Primary ended the financial year to March 2019 with a surplus budget.

The Committee regularly reviews the budget with the Headteacher and School Business Manager to ensure:

- Budget supports the priorities in the Schools Development Plan
- Expenditure is in line with planned budget
- Resources are being utilised efficiently
- The school is achieving best value for money
- Opportunities for additional income generation are proactively considered and implemented
- There are sufficient reserves to cover contingency and risk
- Financial Regulations are being observed and policies are being reviewed
- The school is regularly forecasting budget projections for future planning

During the past 2 years the school has worked very hard to balance the introduction of new education provision and the need to generate revenue to supplement the current budget allocation. The Headteacher, Business Manager and staff have worked together to address the requirement for additional Nursery places and Extended School provision as well as the need to generate additional income.

The Nursery now provides 50 full time and 20 part time places. Demand for the extend day provision continues to grow with over 80 children attending

Breakfast Club and 105 enrolled in the After School club. The Holiday Club also continues to be popular with over 55 children attending during Half Term, Easter and Summer breaks. This provision is managed in a way that not only meets the demand for places but also helps to generate supplementary income for the school.

Letting of school facilities, which is an important contribution to the school's income, continues to increase.

RAPSA's contribution to funding specific projects and initiatives plays an important part in the provision of school resources. Once again the Finance and Resources Committee would like to thank the RAPSA Committee members for all the work they do and to say thank you to all parents/carers who support this important fundraising.

School Budget Summary for year end March 2019

Staff Salaries	3,007,770	74.1%	
Premises, Rates, Recruitment and Services	492,276	12.1%	
Learning and ICT Resources	254,037	6.3%	
External Service Provision	304,571	7.5%	
Total Expenditure	£4,058,654	100%	
Income from LEA	3,337,139		
Other Income	666,857		
Income from RAPSA	40,290		
Brought forward from 2018/19	137,070		
Total Income	£4,181,356		
Carry Forward 2019/20	£122,702		

Communications Committee

Alison Vaughan

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

During the last year – and my last as the long-standing chair of this committee – we have looked at the many ways that the school communicates with parents, children, staff and the broader community. For example, this year the committee has encouraged the school's efforts to embrace ethnic minorities, with workshops and coffee mornings for parents whose children have English as a second language. It has also produced a comprehensive document to help new governors understand their roles and responsibilities.

School Website

The Communications committee has the brief to oversee the school website and how well it is working. We get regular updates on how the website is being used and by how many 'hits' it receives. Over the last year, we have also set up a confidential governors' page that allows the governing body to share its documents, feedback on formal governing visits, and post feeds on useful information.

School Surveys

We continue to seek the opinions of parents, staff and pupils by conducting surveys. As a result, we have made changes to both the After School Club and the Holiday club – these have been widely embraced. We have continued to keep a close eye on the changes to the Homework policy and monitored your feedback. By the end of the last academic year, most parents were confident with the new regime and very largely happy that it offers more flexibility ie parents/children that either want less or more homework.

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.

Premises and Health and Safety Committee

Paul Beale

The school works with Haringey Local Authority to ensure that its health and safety procedures are robust and monitored on a regular basis. Safety procedures include those for evacuation as well as lock-down. The electronic accident reporting system is working well and Governors regularly monitor the management information from this system.

We continue to work with the Headteacher and Facilities Manager to ensure that the buildings are well maintained and any issues associated with the building are addressed. School security is an integral part of safeguarding, and procedures are reviewed on a regular basis. This includes the new school gates, pick-up/drop-off procedures, and procedures for visitors. The school keeps records of children with special medical conditions and regular training is given on the use of epipens for children who have allergies.

The school continues to let its facilities outside of school hours, which is helping the school build links with community groups and generate valuable additional revenue to support teaching and learning.

The committee thanks the Headteacher, Facilities Manager, Senior Leaders 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.

Curriculum Committee

Helen Walsh

The Curriculum Committee oversees all aspects of the school curriculum, monitoring national and local targets. It also reviews curriculum policies and is the forum for discussing any issues or new

developments relating to the curriculum. This year the Committee paid particular interest to the impact of the school's new Homelearning policy.

The Committee focussed on two particular areas of the School Development Plan:

- A broad and balanced curriculum; and
- Groups with Priority Needs

To ensure delivery of a broad and balanced curriculum

The Committee monitors within-year data for all years – this is data from termly assessments. Governors review the data to identify any issues/trends, and question the Senior Leadership Team about the school's plans to bolster progress or attainment in particular areas and about how they track the effectiveness of these plans.

This data primarily relates to reading, writing and maths. This year saw a continued focus on Foundation subjects as well, and the Committee was pleased to be given fascinating presentations by the subject leads in Science, Art and French, and to have regular book looks at Committee meetings.

Members of the Committee conducted visits over the year, including visits to see lessons in History, Music (including Choir), Maths, PE and Computing. Governors also spent a morning at Forest School, visited After-School Club, and met with staff to discuss competitive sports, health and well-being and Inclusion.

To review strategy for and impact of interventions for Priority Groups

When monitoring in-year and end-of-year data, the Committee specifically considers data relating to key Priority groups, and discusses progress. Part of our review continues to be to understand what measures the school staff have taken to provide further support for any pupils identified through the assessment data as being in need of extra support. The Committee has been particularly impressed with all the innovation and hard work staff has put in

over the year, offering a wide range of interventions, monitoring their success, and trying something new if required. The Committee was particularly interested to hear about new initiatives, such as the cultural capital programme.

Many pupils from the Priority Groups already benefit from the wider school interventions described above to raise attainment and progress. The Senior Leadership team also shared their plans for the best way to spend the pupil and sports premiums to provide further support, and gave evidence to the Curriculum Committee of how these additional funds were having an impact.

Link Governor Reports

Safeguarding

Katy Jackson

Rhodes Avenue and the Governing Body have a responsibility to provide a safe learning environment for the pupils, so that they can learn and thrive. It has been extremely rewarding being safeguarding governor. I am confident that there is a strong safeguarding culture at our school, which is in the best interests of both staff and children.

The responsibilities of the safeguarding governor include:

- Keeping up to date with statutory safeguarding guidance
- Making sure the school has suitable and up-to-date policies for child protection, staff behaviour/code of conduct, and handling allegations against staff and volunteers
- Supporting the Governing Body to develop its understanding of their safeguarding responsibilities, and report back to the board about safeguarding issues and development
- Challenging the senior leaders on strategies for monitoring and improving the behaviour and safety of pupils

- Meeting every term with the Designated Safeguarding Lead (DSL), Emel Ali, to monitor policies and procedures, and check that all staff, governors and volunteers have had the appropriate level of training
- Monitoring the single central record with the DSL to make sure the school carries out appropriate recruitment checks

Inclusion

Fiona Doyle

As Inclusion Governor, I had the immense privilege of observing the many interventions that take place across the school to ensure all pupils are given the opportunity to enjoy their learning and make progress. Over the course of the year I took part in learning walks which allowed me to see interventions such as TRUGS, Purple Mash, Writing Club, Lego therapy, Hands on Maths and STEP. The children taking part in these interventions were engaged, happy and thriving due to the extra support they were being given. I was able to meet with the Lead Intervention staff including Ms Gazzard and Mrs Rawliffe, who kept me up to date with the ongoing intervention data and assessment and explained how the school constantly reflects and changes its practice to support the ongoing needs of their pupils. It is clear that a huge amount of work and effort goes into Inclusion at Rhodes Avenue; the teaching assistants, ELSAs, teachers and senior management team are all committed to ensuring all children are given the best start possible and this is evident in the progress the children make.

STEM (Science, Technology, Engineering and Maths)

Paul Beale

It has been another good year for the sciences and maths at Rhodes Avenue. Our coding club has continued to thrive, in-school and out of hours additional maths tuition has benefitted many children who have also undertaken some interesting and adventurous experiments as part of Science Week, and indeed throughout the school year. In July, our Year 6 cohort experienced science and technology in action through a visit to the innovation hub Plexal, participating in architecture, structural engineering and VR laboratories.

About the Governors

Governors are elected or appointed for 4-year terms.

Name	Type	Term expiry date
Alison Vaughan	Co-opted Governor Chair of Governors (until Dec 2019)	15/01/2022
Dianne Bluemink	Co-opted Governor Co Vice Chair of Governors	15/01/2022
Helen Walsh	Parent Governor Co Vice Chair of Governors (until Dec 2019) Co Chair (Jan 2020)	19/12/2021
Katy Jackson	Parent Governor Co Chair (Jan 2020)	19/12/2021
Deborah Smith	Parent Governor	31/07/2022
Camilla Bolt	Parent Governor	12/11/2022
Lucy Freestone	Parent Governor	01/09/2023
Fiona Doyle	Co-opted Governor	21/11/2021
Samantha Perkins	Co-opted Governor	25/01/2020
Ally Tansley	Co-opted Governor	31/08/2021
Sophie Papworth	Co-Opted Governor	26/03/2022
VACANCY	Co-opted Governor	N/A
Simon Green	Local Authority Governor	15/05/2023
Sally Eustance	Staff Governor	19/10/2021
Emily Gazzard	Associate Member	N/A
Maria Panayiotou	Associate Member	N/A
Adrian Hall	Headteacher	N/A

Governor Responsibilities 2018/19

Chair of Finance and Resources Committee	Fiona Doyle
Chair of Premises/Health & Safety Committee	Simon Green
Chair of Curriculum Committee	Ally Tansley
Chair of Communications Committee	Deborah Smith
Safeguarding & Child Protection Governors	Katy Jackson Lucy Freestone
Inclusion Governor	Dianne Bluemink
STEAM (Science, Technology, Engineering, Art and Maths) Governors	Deborah Smith Simon Green
BAME Governor	Helen Walsh
GDPR/DPO Governor	Fiona Doyle
EYFS Governor	Camilla Bolt
Sustainability & Environment Governor	Sophie Papworth
Mental Health and Wellbeing Governor	Ally Tansley
PE & Sports Premium Governors	Ally Tansley Camilla Bolt

Changes to Governor Roles

As mentioned in the Chair's Report, the Governing Body is seeing some changes this academic year. Alison Vaughan MBE will step down as Chair on 31 December and Katy Jackson and Helen Walsh will take over as Co-Chairs. Dianne Bluemink will remain Vice-Chair.

In addition, Governors have been appointed to new Lead roles, and each Committee has a new Chair from September, and largely a new membership, to encourage governors to have a holistic understanding of all aspects of governance. We have also introduced a couple of new link governor roles including Sustainability & Environment and BAME in order to support the school's key priorities to drive school improvement.

NGA Outstanding Governance Award

The highlight of the year was when our Governing Body reached the finals for the 2018 NGA National Governance Awards. We had originally completed the application as a self-evaluation exercise, in order to reflect on our strategic role as part of the school's leadership. We were visited by three NGA representatives who grilled us for two full hours on our work as Governors. Topics included the transition to three form entry, the new school building project, pupil attainment, the impact of leadership as well as current school issues. It was an extremely useful opportunity for us, as Governors, to show how fantastic our school was and to reflect on our governance role. The Governing Body was invited to the House of Commons to collect our Finalist award for great achievements in the 'Outstanding Governing Body of the Year' category. As pleased as we were to receive the award, what we were really happy about was being able to represent Rhodes Avenue and let people know all about our school. We are so proud to be your Governors and a part of such a positive and thriving school community.



End of Key Stage Data 2018 / 2019

[Please click the link to whole school data](#)

Destination of Year 6 School Leavers

Alexandra Secondary School	67
Ashmole	1
Belmont Prep	2
Duke's Aldridge Academy	1
Fortismere	5
Greig City Academy	1
Haberdashers Aske's School for Boys	1
Heartlands	1
Henrietta Barnett	1
Highgate School	1
Hornsey School for Girls	2
JCoSS	1
Jewish Free School	1
Latymer	2
Oak Lodge School	1
The Mount School	1
Woodside High School	1

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.



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