

2017 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
	Mike Greenwood	January 2018
	Samantha Perkins	January 2020
	Ally Tansley	August 2021
	Alison Vaughan (Chair) [VACANCY]	January 2018
LA APPOINTED GOVERNOR	Claire Weir	November 2019
HEADTEACHER GOVERNOR	Adrian Hall	
STAFF GOVERNOR	Sally Eustance	October 2021
ASSOCIATE MEMBERS	Shane Claridge (Deputy Headteacher) Tracy Graham (Business Manager) Maria Panayiotou (Deputy Headteacher) Andrew Satwich (Facilities Manager)	
GOVERNORS' CLERK	Hannah Hatchman	

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

CHAIR'S REPORT - ALISON VAUGHAN

This Annual Report for 2017 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.

I'm very pleased to report that the school has had another exceptional year, despite the many uncertainties surrounding education on a governmental level.

NATIONAL INITIATIVES

One of the biggest challenges for the Governing Body over the past year has been to try to anticipate and ameliorate possible national changes to education, in particular the government's approach to academisation and the effect of the proposed National Funding Formula (NFF). Since the general election in June, nothing significant has been published about expecting schools to become academies and, at this point, the governing body sees no benefit in changing the school's status. We are waiting to see exactly how the NFF will affect the school as there is still no clear directive from government. The governing body has established a Future of School working party that keeps a watching brief on developments in both of these areas.

SCHOOL FINANCES

Many of you came to the meeting we held in January 2017 to explain the negative impact on the school's finances by the new NFF proposals (that are now being reconsidered by the Department for Education). Thanks to the assiduous work done by our headteacher and school business manager, our finances are currently looking healthy (see Resources report on page 8). A combination of constantly looking for best value from suppliers, and developing further sources of income like our lettings programme, has resulted in a positive three-year budget projection.

SATs RESULTS

Last summer marked the second year of the new, harder SATs exams and different system of marking. Our staff and the children have risen to the occasion by producing another set of exceptional results, without putting the children under undue stress and still delivering a rich and varied curriculum. Results from both Key Stage 1 and Key Stage 2 were significantly above both local and national averages, and Key Stage 2 results were around 10% up from our previous year's attainment. Combined with the progress measure, Rhodes Avenue is the highest attaining school in Haringey and is in the top 5% of school nationally. 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.

OTHER ACHIEVEMENTS	<p>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, Computing – to name but a few.</p> <p>The school was also acknowledged by receiving three nominations in Haringey’s Outstanding For All 2016 awards in categories for Governor of the Year, Teacher of the Year, and Sporting Achievement (Girls’ Football). The governing body was delighted that our finalists were recognised for their achievements in their respective areas.</p>
SCHOOL DEVELOPMENT PLAN	<p>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 pages 9/10 and the key focus areas for the current year are summarised on page 15.</p>
SCHOOL SITE DEVELOPMENTS	<p>The school had a busy programme of works over the summer, including making a new breakout room on the first floor and significant works to the upper playground – more on this on page 12. The computer suite and dedicated art room are continuing to provide valuable resources, and the Spinney is an ever-popular space for providing outdoor/forest school learning.</p>
RAPSA EVENTS	<p>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. Over the last year, RAPSA has committed significant funding to the playground improvements, which could not have been done without them.</p>
AND FINALLY ...	<p>Adrian Hall is now starting his third year as our headteacher – time flies! It continues to be a privilege to work with him – his passion and commitment are contagious and his compassion for the school community is unwavering. He is moving the school forward with vision and acuity and has rightly become a much-respected leader of our school.</p> <p>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.</p>

HEADTEACHER'S REPORT – ADRIAN HALL

Rhodes Avenue continues to grow from strength to strength and we have so many aspects of school life to celebrate. Your children continue to amaze me; they have so many different talents and show true determination in all areas of learning.

We have had a very busy school year with great successes. It has been a pleasure to watch the growth of the staff through our Continuous Professional Development programs: coaching, mentoring and specialist team teaching. The impact of teacher training on pupil learning has been impressive. The curriculum continues to provide real challenge and depth whilst still enabling rich and broad coverage.

We are privileged to have been asked, as a National Support School, to work with other schools in the local area. Rhodes Avenue leaders have worked with senior teams and class teachers from other schools to improve the quality of teaching and learning and to support their leadership. The supported schools involved were both recently visited by Ofsted: one school remained a Good school and the other was converted from Requires Improvement to Good. These are great achievements and I would like to acknowledge the dedication of all people involved.

As we continue to move into the unknown, politically and financially, one thing that will always remain is our love of teaching at Rhodes Avenue School. We will always aim to instill a love of learning in children, teach them to be aspirational and empathetic, and to play active roles in their communities. Rhodes Avenue provides a wide variety of opportunities for children to shine; from philosophy to forest schools, or from gardening to chess, every child can find something to enthuse and inspire them.

WHAT'S NEXT?

Over the next year we will focus on 4 key priorities to drive school improvement:

PUPIL PROGRESS

To ensure each child reaches their full potential we will be looking at the milestones in reading, writing and maths and how these skills transfer across the whole curriculum. We will be embedding the school curriculum and teachers will be planning more challenge to ensure children are stretched and provided with opportunities to master the skills they are being taught.

We will be conducting Action Research and looking at ways to support groups of pupils by providing the correct environment for learning. This will ensure that pupils will accelerate progress through specialist interventions and differentiated whole class teaching.

TIME TO EMBED

The school has had a busy two years: new systems, assessment changes, an updated curriculum and higher expectations means that in the year ahead we will be focusing on embedding our practice.

Subject leaders of Foundation subjects will be monitoring the coverage of their skills maps, and tracking systems will be used to highlight specific areas of strength and future areas for pupil development. Teachers will now be able to identify pupils working at Age Related Expectations or above to create a portfolio to showcase pupil learning in all subject areas.

Specialist teaching will continue in Art, Sports, French, Computing and Outdoor Education. To ensure the continued success of this approach we will be disseminating expertise across the whole staff and identifying other specialist teachers in new curriculum areas.

WORKING WITH PARENTS AND THE COMMUNITY

We aim to ensure parents and carers are active partners in their child's learning. The school will continue to develop a learning program for parents, covering all areas of the school curriculum, sharing our approach to teaching, how we support certain groups of pupils and providing opportunities to celebrate pupil learning. We will also be looking at extending learning to families and parents with adult-led training, parenting support and family classes.

We will be supporting the children to become community thinkers by exploring the impact and influence we all have on the world around us.

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 leadership team will be focusing on the systems and procedures to evaluate school performance to ensure we maintain exacting standards in all areas of school life. We will continue to share outstanding practice and learn from other schools, as well as research and professionals.

FUTURE FUNDING

Over the last year, we have reviewed school spending, contracts and central service providers. Joint procurement opportunities have been sought with our local schools and we have looked at new ways to generate income: school lettings, School to School support work, after-school care and holiday provision. This income, with RAPSAs contributions, has enabled the school to focus spending directly on impacting pupil learning and wellbeing. The next few years for schools financially will be challenging. School leaders and Governors will continue to pay close attention to national directives and plan accordingly.

RESOURCES COMMITTEE- DIANNE BLUEMINK

The budget below is for the financial year to 31 March 2017. During the year the school budget had been carefully managed and reviewed. The Headteacher, Senior Leadership Team, and the managers of Business and Facilities have been pro-active improving efficiency and value for money. In addition, initiatives such as the introduction of full-time Nursery places and letting out school facilities made a valuable contribution to school income. We are hopeful that the school community will make more use of our lettings opportunities in the year to come. Despite the challenging financial climate, prudent fiscal management has resulted in the 2016/17 financial year ending with a healthy surplus of £136,581.

The Resources committee continues to monitor the budget carefully, regularly reviewing expenditure and income with the Headteacher and Business Manager. The school budget supports the School Development Plan and prioritises teaching and learning, educational resources and maintaining and developing school facilities. Governors approved the development of an additional teaching space on the upper floor of the KS2 building, as well as upgrading the playground area, both of which are now complete. We are very grateful to RAPSA for making a significant contribution towards costs for the playground.

Following the stage 2 consultation, the DfE has announced that National Funding Formula (NFF) has a number of amendments, including a 2-year transition period with a soft formula allocated via the Local Authority in 2018/19 and 2019/20. Haringey is currently modelling this formula and we are working with the LA, both in terms of providing input as well as examining the impact on our future budget. We will continue to keep the school community informed about the potential impact on our budget.

School Budget Summary for year end March 2017.

Staff Salaries	2,606,287	78.1%	
Premises, Rates and Recruitment Services	250,604	7.5%	
Learning and ICT Resources	145,689	4.4%	
External Service Provision	331,953	10%	
Total Expenditure	£3,334,533	100%	
Income from LEA	£2,909,960		
Other Income	452,548		
Income from RAPSA	4,553		
Brought forward 15/16	104,053		
Total Income	£3,471,114		
Carry Forward as at end 2016/17	£136,581		

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**

One of the aims for the Curriculum Committee last year was to continue to review the development of the school curriculum, and in particular, the new curriculum introduced in Years 2 & 6 in 2015. The school has continued to embed the learning around the new curriculum, and to ensure children are prepared to meet its demands whilst keeping the emphasis on interest and learning, rather than 'tests'. We are pleased to report that they have responded very positively as borne out by the recent outstanding results.

Members of the Committee conducted Book Looks & visits over the year including Yr 3 in the Autumn term, and all years in the summer term. These visits are very illuminating for governors, showing practically what students are learning and their progress over the year.

To monitor school data

This year, the Curriculum Committee has continued monitoring within-year data for all years. The Committee undertook five reviews, 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 continued use of the assessment system implemented by the school in 2015, and now being used to full effect.

Part of our review has been to understand what measures the school staff have taken to provide further support for any pupils identified through the assessment data. 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.

To review strategy for and impact of interventions for Key Groups

One of the School Development Plan objectives for last year was *'Raising attainment and accelerating progress of Key*

Groups'. Many pupils from the Key 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. We value the experience and skill of the staff in making sometimes difficult spending decisions – and the outcomes realised by the pupils affected.

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 2016 School Development Plan was to '*Develop a self-reflective coaching and mentoring model for professional development*'. 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. This year, the school opted out of a single source provider of formal training, using more targeted training as needed and sharing the learning more widely than in the past. This approach has been very successful, engaging staff and delivering more value for the same budget. The Curriculum Committee also reviewed the results of the teacher assessments and any plans for improvement.

The committee acknowledges and thanks the 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 brand new website was launched in March 2017 and has been very well received by the school community. It is more interactive than the previous one and includes many new features that will help parents, pupils and other users. We are currently looking at how to encourage people to make better use of the year group pages eg posting homework with instructions. The children are being taught how to access this information and parents will be given reminders so that families can use the website to find out about homework and projects quickly and easily.

SCHOOL SURVEYS

We continue to seek the opinions of parents, staff and pupils by conducting surveys. We changed the format for the most recent Parent survey and were pleased to see a significant increase in responses. The results, as ever, are largely very positive, so our focus on making improvements is based on a small number of less satisfied parents. This will include explaining how good progress is assessed, clarifying the definition of bullying, re-defining who to speak to if you have any concerns, and continuing to develop activities for the after-school club.

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 our headteacher and members of staff; an overwhelming sense that your children are happy and engaged at school; clarifying the year groups that engage in competitive sports (years 5 & 6); appreciation of the online appointment system for parents' evening; further refining the relatively new electronic pay system.

PARENT WORKSHOPS

To further support home/school communications, whole-school or class-based workshops/meetings for parents were run throughout the year, including: good parenting; assessment; phonics; maths; reading; school funding; e-safety; SATs; inclusion; school meals; residential trips; as well as the usual year group meetings.

HEALTH, SAFETY & PREMISES COMMITTEE – DIANNE BLUEMINK

SCHOOL BUILDING FACILITIES

With the school now at full 3-form capacity, it is wonderful to see everyone benefiting from the modern teaching and learning environment. We continue to work with the Headteacher and Facilities Manager to ensure that the buildings are well maintained and any issues associated with the new build continue to be addressed. We are delighted with the results of the recent playground refurbishment and are pleased that steps have been taken to address the issue of the overheating in KS2 building.

SAFEGUARDING

The school continues to be vigilant about safeguarding and the Headteacher, Senior Leaders, 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.

HEALTH AND SAFETY

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.

FIRST AID

The new accident reporting system is working well and Governors regularly monitor the management information from this system. It is important that everyone is aware that the school is a nut-free zone. The school keeps records of children with special medical conditions and regular training is given on the use of epi-pens for children who have allergies.

SCHOOL SECURITY

Procedures regarding the safety of all members of the school community in the school building and grounds are reviewed on a regular basis. This includes opening times for the school gates, pick-up/drop-off procedures, and procedures for visitors. School security is an integral part of safeguarding.

LETTINGS

The school continues to let its facilities outside of school hours, which is helping the school build links with community groups and generate additional revenue to support teaching and learning. Both halls are available to hire and plans are underway to let the astro-pitch in the KS1 playground.

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.

2017 – 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	43
Channing	1
Dame Alice Owen	1
Fortismere	2
Heartlands High School	1
Highgate School	4
Highgate Wood	1
JCoSS	1
Jewish Free School	1
Latymer	4
South Hampstead	1
Winchmore	1

STAFF LIST - 2017/2018

TEACHING STAFF 2017-2018

Headteacher: Adrian Hall

Deputy Headteachers: Shane Claridge – *Teaching, Learning and Attitudes to Learning, SMSC, Policies, H&S*

Maria Panayiotou – *Deputy Designated Child Protection Officer, CPD, After School Club, Attendance & Punctuality*

Assistant Headteacher: Emel Ali – *Designated Child Protection officer, Assessment, PE*
Emily Gazzard – *Inclusion Leader, SENDCO*

Nursery-Hedgehog: Sally Eustance (*Nursery Manager*)
Andrea Clover – *RE*

Nursery-Woodpecker: Kirsty Potter

RLM-Robin: Laura Moore – *Outdoor Learning*

RMC-Kingfisher: Myrtle Caldeira

RMG-Owl : Meghan Grove

Y1JM-Badger : Joanne McGahon – *Music, Year 3 and Infant Choir*

Y1BG-Dormouse : Kate Bentley – *History / Emily Gazzard – Assistant Head*

Y1SP-Squirrel : Sophia Papworth – *English*

Y2CT-Otter : Cameron Taylor – *Maths*

Y2SC-Rabbit : Sarah Chambers – *Music*

Y2AB-Fox : Amber Bowrey

Y3WS-Silver Birch : Nina Watson – *PE / Marie Therese Stoddart*

Y3ES-Sycamore : Emma Sarkar

Y3SP-Maple: Samantha Perkins – *MFL*

Y4AG-Mulberry: Amy Gowan

YR4JR-Oak: Jette Rayner – *KS2 English*

YR4CB-Rowan: Catriona Burrows (*Y4 Group Leader & Science*)

Y5CN-Willow: Clarence Ng

Y5ST-Ash: Shari Tickell – *KS2 History*

Y5AC-Chestnut: Aileen Cronin – *Science*

Y6EA-Banyan: Emel Ali – *Assistant Head / Demi Jeffels – English & Maths*
James Farmer

Y6JF-Beech: Alison Davies – *Computing*

Y6AD-Baobab: Rosalinde Sawyer – *Art*

Specialist Teacher: Brendan Amooty – *PE*
Nadine Chadier – *French*
Anne Rawcliffe

EY SENDCO: Natasha Morgan – *Curriculum*

Maternity: Kate Getley – *English*
Sarah Snead *EYFS Maths*

Schools Direct Trainee: Harry Burn

Music & Performing Arts Support: Dan Shafran

SUPPORT STAFF

Business Manager: Tracy Graham

Admin Officer: Barbara Santos
Joanne Tillson
Jo Simms

Receptionist/Admin: Leanne Lawrence

Apprentice Admin Assistant: Andrew Satwick

Facilities Manager: Guillermo Nunez Nunez

Site Support Assistant: David Yeboah

Cleaner: Tony Poulos

Nursery Nurses: Adriana Lobo
Anna Milic
Donna Cade
Donna Obertelli
Jill Karavias
Margaret Stow
Maria Ktorou

HLTAs: Kym Barnard-Lim
Niki Georgiou
Wendy Armah – *B/ Club Lead*
Betty Wang
Eleni Marku
Eva Ontiveros
Karima Al-Mosawi
Kerry Colletta
Lil Mittendorfer
Olivett Newing
Sarah Donohue-Waite
Sheena Patel
Tom Hoffmann-Lagro

Teaching Assistants: Christine McNeill
Dexter Bush
Louise Colley
Tracey Gilbert Bush – *Snr SMSA*
Rinat Koren
Silvia Quisbert
Samantha Jeffrey
Marian St Guillaume

Child Specific TA: Adem Ali

Sports Coach: Amelia Dos Santos

SMSA's: Doreen Knight
Fiona Pantelli
Gillian Copas
Joanna Fung – *Playworker*
Joanna Szymczak
Patricia Lobo Heavey
Sarah Geedi – *Playworker*
Sue Huseyin
Theresa D'Souza – *Playworker*
Vicky Roe – *EYFS B/ Club Lead*

Librarian: Amanda Chilton

Ext Services Manager: Eileen Venner

Ext Services Asst. Manager: Cristina Jimenez Rodriguez

Play Worker: Sharon Richards
Zaklina Najdenova
Wayne Burke-Georgiou

Breakfast Club Play Worker: Zorzia Richards-Pillai
Angela McLeary
Zambeerah Ramcharan

Cover Playworker: Maisie Armah

Chef: Andrew Elliott

Kitchen Staff: Linda McGrath
Tracy Foster
Geraldine Lanigan
Karen Lever

School Counsellor: Colin Chow

ICT Technical Support:

SCHOOL DEVELOPMENT PLAN SUMMARY 2017/18

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 – progress is reflected in data and evidence of learning.

Embed systems to ensure pupils receive outstanding learning opportunities through high quality teaching and resourcing.

- Staff use the school's curriculum documents, specialist teachers, assessment procedures and CPD models to meet pupil needs. Newly-introduced systems are embedded throughout the school.

Parents and Carers feel actively involved in their child's learning.

- To provide a range of opportunities for parents to support and celebrate their child's learning.

To develop a reflective school that listens to and responds to not only the feedback from the school community but also from the voice of others

- Leaders – governors, teachers and staff become self-reflective. All members of the school community have the opportunity to have their voice/ideas heard and are provided with the opportunity to try new things. The impact of actions is carefully evaluated and measured.

SATs RESULTS 2017

	Rhodes Avenue	Local Authority Average	National Average
Early Years Foundation Stage Attainment			
Good Level of Development	74%	74.2%	70.6%
Key Stage 1 Attainment			
Year 1			
Phonics	96%	82.8	81.4%
Year 2			
Reading Expected Standard	89%	79.1%	75.8%
Greater Depth	41%	30%	25.3%
Writing Expected standard	87%	74.2%	68.4%
Greater Depth	24%	20.4%	15.7%
Maths Expected Standard	88%	78.4%	75.3%
Greater Depth	33%	26.3%	20.5%
Reading, Writing and Maths Combined Expected Standard	80%	69.4%	63.9%
Greater Depth	18%	14.5%	11%
Key Stage 2 Attainment			
Reading Expected Standard	97%	72%	72%
Greater Depth	66%	28%	25%
Writing Expected standard	97%	81%	76%
Greater Depth	51%	26%	18%
Maths Expected Standard	100%	79%	75%
Greater Depth	66%	27%	23%
SPAG Expected Standard	98%	81%	77%
Greater Depth	67%	38%	31%
Reading, Writing and Maths Combined Expected Standard	95%	65%	61%
Greater Depth	36%	13%	9%
Key Stage 2 Progress (The expected National progress measure is 0)			
	2017	2016	
Reading	+ 4.5	+ 4.2	Rhodes Avenue is placed in the top 5% of all schools for Reading.
Writing	+ 3.3	+ 4.4	Rhodes Avenue is placed in the top 10% of all schools for Writing.
Maths	+ 4.5	+ 4.5	Rhodes Avenue is placed in the top 5% of all schools for Maths.

Rhodes Avenue is placed in the top 5% of all schools for its Combined (Reading, Writing + Maths) score.

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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