

2018 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:

Name	Type	Term expiry date
Alison Vaughan	Co-Opted Governor Chair of Governors	15/01/2022
Helen Walsh	Parent Governor Co-Vice-Chair of Governors	19/12/2021
Dianne Bluemink	Co-opted Governor Co-Vice-Chair of Governors	15/01/2022
Paul Beale	Parent Governor	01/09/2020
Katy Jackson	Parent Governor	19/12/2021
Deborah Smith	Parent Governor	31/07/2022
Camilla Bolt	Parent Governor	12/11/2022
Mike Greenwood	Co-opted Governor	15/01/2022
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	Local Authority Governor	N/A
Sally Eustance	Staff Governor	19/10/2021
Emily Gazzard	Associate Member	N/A
Maria Panayiotou	Associate Member	N/A
Shane Claridge	Associate Member	N/A
Adrian Hall	Headteacher	N/A

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 2018 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.

We have had another extremely successful year at Rhodes Avenue for many reasons. We recently found out that we are listed as 63rd in the top 250 primary schools in the UK. This is an extraordinary achievement by our cohort of 2017 and by their teachers. The governing body is truly proud of them all.

BROAD CURRICULUM

Achievement and progress in core subjects is important, but our school offers so much more than that.

Governors are very supportive of your children getting a broader and richer education. In the last year, we have encouraged the school in its efforts to provide outdoor education through the forest school in the Spinney. We have also learned more about how our Art teacher is giving the children an exceptional opportunity to discover more about themselves, and how Art therapy is helping some children who are struggling.

The Performing Arts have always been a strength at Rhodes and continue to be so. Over the last year, children have been given the opportunity to sing at iconic venues like the Royal Festival Hall. In school, the Christmas and Year 6 performances are as entrancing as ever. Governors are impressed by how our very youngest children are encouraged to explore their imagination and demonstrate this through performance.

The governing body is required to scrutinise a variety of data and to challenge the school as to how it is dealing with any areas of concern. The report from the Curriculum committee gives more information on this.

NATIONAL INITIATIVES

The Governing Body continues to keep a close eye on national changes to education. In the previous couple of years, academisation and changes to the National Funding Formula (NFF) were often in the headlines. Over the last year, the requirement to convert to an academy has simply disappeared and there is still no clear commitment from the Department for Education (DFE) regarding the NFF. We have spoken to a number of people over the last year but received very little useful information about the future. Government departments in particular seem to be stymied by the focus on Brexit.

SCHOOL FINANCES

In my report last year, I highlighted the concerns that we, and all schools, had about the possible negative impact on the school's finances by the new NFF proposals. These are now being reconsidered but we still don't know exactly what the impact will be. Over the last year, our headteacher, school business manager and facilities manager have worked tirelessly to make sure our finances are healthy. A combination of constantly looking for best value from suppliers, actively developing our lettings programme and extended school initiatives, has resulted in a healthy projection for this year (see Resources report).

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.

RAPSA EVENTS

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. These could not have been done without your support of RAPSA events. I am sure that you have noticed the changes and how much your children are enjoying their enhanced playing areas.

AND FINALLY ...

Our headteacher, Adrian, was kind enough to share a picture of me with my MBE and my son (ex-pupil) in his last newsletter. I was awarded this specifically because of my contribution to Rhodes Avenue over many years. It has been, and is, a privilege to be part of such an outstanding school.

My thanks go to Adrian, all of the staff and especially to the Governing Body. It never fails to support, advise, suggest and challenge, and the commitment from governors is much appreciated.

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 have continued to support 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 by supporting leadership. The Department for Education will be driving this model in the forthcoming year and we are very excited to be part of this school to school support.

WHAT'S NEXT?

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

PRIORITY 1

OUTSTANDING TEACHING

We will be ensuring all pupils have access to the highest quality teaching and learning experiences across the whole curriculum. Curriculum changes and topics will be adapted to inspire pupils further as well as embed learning experiences and introduce a systematic approach to the teaching of multiplications, spellings and grammar. Specialist teaching will continue to develop pupils and will be extended through whole class music and forest school teaching.

Staff will be refining their approach to teaching using the very best practice from within school, EEF research as well as learning from other schools. We will investigate the impact of questioning, the best use of additional support, the time available for teaching and the way in which lessons are delivered. We will be exploring metacognition and self-regulated learning to encourage pupils to become aware of their own learning needs and ensure the learning environments and use of ICT supports the very best in pupil outcomes.

Action Research will continue to support specific groups of pupils, to accelerate progress for all and to ensure we are providing the correct environment for learning. We will address children's misconceptions and accelerate learning for all pupils through specialist interventions and differentiated whole class teaching.

PRIORITY 2

CHILD FOCUSED

Our new leadership structure will support teacher development and pupil progress in all areas of the curriculum. The Leaders of Learning, Lead Practitioners and Year Leaders have planned improvements linked directly to pupil outcomes. These will be tracked and reviewed throughout the year at

our Pupil Progress meetings and through our school self-evaluation.

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 be creating subject-specific portfolios to showcase all learning.

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. We will be reviewing the impact of our curriculum to ensure every subject is given the time it deserves and is delivered in a way that children find fun and exciting.

PRIORITY 3 MENTAL HEALTH AND WELLBEING

Over the next few years, we will be developing our core offer to support mental health and wellbeing in school. Staff will 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. Mr Claridge will be leading on this strand and has created a long-term vision for the school. The plan is to review and create an offer that supports learning within the classroom and also playtimes and lunch times. We will also focus on children being school ready (under 5s) and what we provide outside of the curriculum through therapy and interventions.

We will be working with our network of schools (NLC) and external professionals to develop an offer to support pupils, parents and staff.

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 that evaluate school performance to ensure we maintain exacting standards in all areas of school life. We will continue to learn from other schools, research and professionals. We are actively involved in a national Maths Hub, Local English and Maths leader networks, Modern Foreign Language networks and have also developed networks for the Early Years and Art. These groups are a wonderful way to share expertise, learn from others and reflect on our own practice.

FUTURE FUNDING

Following a very successful financial audit, we will review spending to ensure we are getting the very best value for money. 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 more than doubled the number of breakfast, ASC and holiday places, reviewed the food menu, 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.

RESOURCES COMMITTEE- DIANNE BLUEMINK

Despite the challenging financial climate, the Finance and Resources Committee is pleased to report that the school ended the financial year to March 2018 with a surplus budget. The Committee continues to regularly review the school budget with the Headteacher and School Business Manager to ensure that it prioritises Teaching and Learning, Education Resources, strategic priorities in the School Development Plan and managing school facilities. It focuses on ensuring:

- Expenditure is in line with planned budget
- Resources are being utilized 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

The school has expanded the number of Nursery places, offering 30 full time and 30 part time places and demand for places continues. Extended school provision also continues to be popular with Breakfast Club being used on average by 70 children per day and Early Years/After School club by average of 77 children per day. The Holiday Club also continues to be popular with 40-50 children attending during Half term, Easter and Summer breaks. 95% of parents said their children were happy at the Holiday Club and thought the provision was good.

The increase in Letting of school facilities continues to make a valuable contribution to school income.

The Committee would like to highlight the importance of RAPSA's contributions to funding specific projects and initiatives and would like to thank the RAPSA Committee and parents who support this important fundraising.

Below is the School Budget Summary for year to end March 2018.

Staff Salaries	2,819,299	75.6%	
Premises, Rates, Recruitment and Services	447,151	11.9%	
Learning and ICT Resources	163,363	4.3%	
External Service Provision	309,257	8.2%	
Total Expenditure	£3,739,070	100%	
Income from LEA	3,219,414		
Other Income	471,366		
Income from RAPSA	48,780		
Brought forward from 2016/17	136,580		
Total Income	£3,876,140		
Carry Forward 2017/18	£137,070		

CURRICULUM COMMITTEE – HELEN WALSH

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 oversee the implementation and delivery of the curriculum**

Staff and pupils are now familiar with the new curriculum introduced in 2015, and the Committee has been able to examine how the school continues to embed learning around this curriculum. This year saw a focus on Foundation subjects, as well as reading, writing and maths, and the Committee was pleased to be given presentations by the subject leads in History and Geography, and to have regular book looks at Committee meetings.

Members of the Committee conducted visits over the year, including visits to see music, art and PE provision in reception classes and to discuss a new assessment and data system for early years and nursery. These visits are very important for governors, showing practically what pupils are learning and how they are being taught, and allowing governors to observe pupils' progress over the year.

To monitor school data

This year, the Curriculum Committee has continued monitoring within-year data for all years – this is data from termly assessments. At Committee meetings, 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.

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.

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*'. This continued to be one of the SDP objectives which the Committee focussed on. When monitoring in-year and end-of-year data, the Committee specifically considered data relating to key vulnerable groups, and discussed progress.

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.

To review systems in place to ensure outstanding learning opportunities

Another of the School Development Plan objectives which the Committee focussed on was '*embedding systems to ensure pupils receive outstanding learning opportunities through high quality teaching and resourcing*'. The Committee considered a range of curriculum documents and assessment procedures, as well as continuing to review staff Continuing Professional Development and the quality of teaching.

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. This year, the Committee reviewed a range of policies, including policies on Foundation Subjects, Values Education and Transition. The policies are published on the school's website for parents and carers to refer to.

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.

COMMUNICATION WITH PARENTS

Since our headteacher, Adrian Hall, has been in position, he has made parents' concerns a priority. We continue to ask you to do an annual survey, and governors attend all of your parents' evenings to speak with you and find out what you love about the school, and also any concerns you may have. For the first time, at the last parents' evening in November, we asked if any of you with particular concerns would like to leave your name with us so that the headteacher can get back to you directly. Only two parents did so, but we will continue to offer this in the future.

SPORTS POLICY

As a result of comments from parents, school established a working party 2 years ago – including interested parents – to devise a Competitive Sports Policy. This has resulted in many less concerns from parents. School is continuing to make changes and the Communications committee is keeping a close eye on developments.

HOMEWORK POLICY

I am sure all of you are aware that we are trialling a new Homework policy this year, which hopefully meets the preferences of most parents. Results from recent parent surveys and from governors speaking to parents indicate that roughly a third of parents think there is too much homework, a third think it is about right, and a third think there is not enough. The trial for the coming year is trying to accommodate all views. Latest national research indicates that homework for primary school children has no impact on achievement; however, the Communications committee and the governing body are happy to support and monitor this new initiative.

PARENT SURVEY

We appreciate that this is yet another thing to do in your busy lives, but it only takes a few minutes and your feedback genuinely affects decisions we take (see above).

PARENT WORKSHOPS

The school runs workshops for parents throughout the year, covering Maths, SEND, parenting and much more. Please keep an eye the Headteacher's newsletter and the website for upcoming sessions.

HEALTH, SAFETY & PREMISES COMMITTEE – PAUL BEALE

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. During 2018 a new electronic accident reporting system has been implemented.

SCHOOL BUILDING

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.

FACILITIES

In 2018 we saw the installation of three new learning pods in the grounds, a new AstroTurf surface for the sports pitch and new learning facilities in the spinney; funded largely by RAPSA, to whom we are extremely grateful. Some of the school facilities have been made available for hire outside school hours and this has been a very useful source of revenue for the school.

2018 – 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:

2018 – DESTINATION OF SCHOOL LEAVERS

Alexandra Park School	72
Broomfield	1
City of London Boys School	1
Duke's Aldridge Academy	1
Fortismere	2
Friern Barnet	1
Heartlands High School	1
Hendon School	1
Highgate Wood	2
JCoSS	3
Latymer	3
St Hilda's CE High School	1
The Mount School	1

STAFF LIST - 2018/2019

TEACHING STAFF

2018-2019

Headteacher: Adrian Hall
 Deputy Headteachers: Shane Claridge (Mental Health and Wellbeing)
 Maria Panayiotou (Outstanding Teaching and Learning)

Assistant Headteacher: Emel Ali (Designated Child Protection officer, Assessment & PE)
 Emily Gazzard (Inclusion)

Nursery-Hedgehog: Sally Eustance (Nursery Manager)
 Andrea Clover (R.E)

Nursery-Woodpecker: Katherine Bentley (History)

RLM-Robin: Laura Moore
 RMC-Kingfisher: Myrtle Caldeira (Geography)
 RSS-Owl: Sarah Snead

1JM-Badger: Joanne McGahon (Music)
 1MG-Dormouse: Meghan Grove
 1SP-Squirrel: Sophia Papworth(English)

2CT-Otter: Cameron Taylor (KS1 Leader of Learning)
 2SC-Rabbit: Sarah Chambers (Music)
 2AB-Fox: Amber Bowrey

3MS-Silver Birch: Marie Therese Stoddart
 3SP-Sycamore: Samantha Perkins (MFL French)
 3DN-Maple: Daniel Norman

4AG-Mulberry: Amy Gowan
 4JR-Oak: Jette Rayner (LP Inclusion)
 4TR-Rowan: Talia Ross

5AJ-Willow: Emel Ali/Demetra Jeffels (LP Maths)
 5ST-Ash: Shari Tickell (KS2 History)
 5CN-Chestnut: Clarence Ng

6AC-Banyan: Aileen Cronin (Science)
 6JF-Beech: James Farmer
 6AD-Baobab: Alison Davies (KS2 Leader of Learning, Computing)

Specialist Teacher: Natasha Morgan (Curriculum)
 Rosalinde Sawyer (Art)
 Brendan Amooty (PE)
 Nadine Fricker (French)
 Paula Hurst (Outdoor Learning)

EY SENDCO: Anne Rawcliffe

Maternity: Catriona Burrows
 Kirsty Potter
 Nina Watson
 Sarah Snead

Music & Performing Arts Support: Dan Shafran

School Counsellor: Karen Lever
 ICT Technical Support: Colin Chow

SUPPORT STAFF

Business Manager: Tracy Graham
 Admin Officers: Barbara Santos
 Joanne Tillson

Receptionist/Admin: Jo Simms
 Apprentice Admin Assistant: Leanne Lawrence

Facilities Manager: Andrew Satwick
 Site Support Assistant: Guillermo Nunez
 Cleaner: Tony Pouroso
 Nursery Nurses: Adriana Lobo
 Anna Milic
 Donna Cade
 Donna Obertelli
 Jill Karavias
 Kerry Colletta
 Margaret Stow
 Maria Ktorou

HLTAs: Kym Barnard-Lim
 Niki Georgiou
 Wendy Armah (Breakfast club lead)

Teaching Assistant: Betty Wang
 Eleni Marku
 Karima Al-Mosawi
 Lil Mittendorfer
 Olivett Newing
 Sarah Donohue-Waite
 Sheena Patel
 Tom Hoffmann-Lagro
 Verral Paul-Walcott
 Zehra Davis

Child Specific TA: Christine McNeill
 Dexter Bush
 Louise Colley
 Olaya Diez Del Corral
 Rinat Koren
 Silvia Quisbert
 Samantha Jeffrey
 Tracey Gilbert Bush
 Marian St Guillaume

Sports Coach: Adem Ali
 SMSAs: Amelia Dos Santos
 Fiona Pantelli
 Gillian Copas
 Joanna Fung (Play worker)
 Joanna Szymczak
 Leonie Rahman
 Patricia Lobo Heavey
 Sarah Geedi (Play worker)
 Sue Huseyin
 Theresa D'Souza (Play worker)
 Vicky Roe (EY Breakfast Club & SMSA Lead)

Librarian: Amanda Chilton
 Ext Services Asst. Manager: Cristina Jimenez Rodriguez
 Wayne Burke-Georgiou

Play Worker: Elisaveta Guerrasimova
 Sharon Richards
 Breakfast Club Play Worker: Zorzia Richards-Pillai
 Angela McLeary
 Zamberah Ramcharan

Cover Playworker: Maisie Armah
 Chef: Andrew Elliott
 Kitchen Staff: Andonis Ktorou
 Elizabeth O'Leary
 George Diaz
 Geraldine Lanigan
 Linda McGrath
 Tracy Foster

SCHOOL DEVELOPMENT PLAN SUMMARY 2018/19

Priority 1:

Great teaching leads to outstanding achievement for all.

What is high quality teaching and learning?

Priority Target:

All pupils have access to high quality teaching. Individual pupils and groups of pupils are carefully considered when learning is prepared and delivered to enable inspirational teaching.

Priority 2:

All decisions are child-centred and bespoke creating a culture of excellence for all.

Priority Target:

Staff use impact measures, feedback and research to review learning. Pupils learning experiences are co-ordinated and integrated through the core offer.

Priority 3:

To develop a curriculum that supports mental health and wellbeing.

Priority Target:

To integrate mental health and wellbeing within the core offer. To ensure emotional and pastoral needs are being met to enable children, families and staff thrive.

END OF KEY STAGE DATA 2018

Early Years Foundation Stage

	At expected Level			
	Rhodes Avenue (18)	Compared to 2017	LA 18	National (18)
GLD	83.3%↑	74%	75.6%	71.5%

Key Stage 1 Year 1 Phonics

	Rhodes Avenue (18)	Rhodes Avenue % (17)	LA (17)	National (18)
Phonics	91.6% ↓	96%	82.8%	82.6%
Phonics by the end of KS1	97.1% ↑	96%	92.0%	91%

End of Key Stage 1 Attainment

	School EXS+ (18)	School EXS +(17)	LA EXS +(17)	National Data (18)	School GDS (18)	School GDS (17)	LA GDS (17)	National Data (18)
Reading	88%↓	89%	79.1%	75.5%	51%↑	41%	30%	25.7%
Writing	83%↓	87%	74.2%	70%	34%↑	24%	20.4%	15.9%
Maths	88%=	88%	78.4%	76%	42%↑	33%	26.3%	21.8%
Combined Reading, Writing, Maths	80%=	80%	69.4%	65.4%	31%↑	18%	14.5%	11.7%
science				82.2%				

End of Key Stage 2 Attainment

	School EXS 18	School EXS 17	School EXS 16	LA EXS	National EXS 2018	School GDS 18	School GDS 17	School GDS 16	LA GDS	National GDS 18
Reading	94 %	97%	87%	76%	75%	53%	66%	53%	30.9%	27.8%
SPAG	90%	98%	92%	81.3%	78%	51%	67%	57%	39%	19.7%
Maths	92%	100%	95%	78.2%	75.4%	47%	66%	47%	27%	23.4%
Writing Teacher Assessment	90%	97%	97%	81.8%	78%	43.3%	51%	47%	27.7%	34.2%
Combined Reading, Writing, Maths	81.1%	95%	85%	67.2%	64.2%	30%	36%	32%	14.2%	9.7%
science	98.9%			84.3%	82.4%					

Writing is not directly comparable to previous years because of the changes to the writing framework.

	School Scaled Score (18)	School Scaled Score (17)	School Scaled Score (16)	LA Scaled Score	London Top Quartile	National Average Scaled Score (18)
Reading	110	112	109	105	106	105
SPAG	110	112	110	107	108	104
Maths	108	111	109	104	106	106

Progress Measure

	Progress measures: KS1 to KS2			Percentile Rank	LA
	2018	2017	2016	2018	2018
Reading progress score	2.9	4.5	4.2	Top 25%	0.7
Writing progress score	2.0	3.3	4.4	Top 25%	1.6
Maths progress score	2.3	4.4	4.5	Top 25%	0.8

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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