



Rode Heath Primary School

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Rode Heath
PRE-SCHOOL

February 2024

Dear Parents/Carers,

In December, we sent out our parent/carer survey, and once again we are delighted with how positive the comments were. The overwhelming majority of parents/carers agree that our school is a good school and that you are proud for your child/ren to attend it.

Pupils at Rode Heath Primary School are proud of their school and love learning. They enter in the morning with a smile on their faces. One parent summed up the views of many when they said, 'We have a child that is excited and enthusiastic to go to school and this is invaluable.' (Ofsted, 2022)

As a school we are never complacent and do take on-board suggestions and constructive criticism. We are constantly striving to improve, so that your children can have the very best possible start to their education.

Below is a summary of feedback.

<p>Wellbeing</p>	<p>It was pleasing to see that 100% of parents felt that their children are happy at school, feel safe and that their children understand the school's values.</p> <p>It goes without saying that we strive to ensure that our children are happy and feel safe in our school. At Rode Heath Primary School, we are committed to supporting the mental health and wellbeing of our children. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We also believe that all children deserve the best possible experience at school and our aim is to help them be the best that they can be across every area of school life – academic, social, personal, physical and spiritual.</p> <p>Our mission statement 'Inspiring Learning; nurturing minds; achieving for life' alongside our core values and the animals that represent these values: fairness (Penguin), teamwork (Dolphin), curiosity (Meerkat) and resilience (Loggerhead Turtle) were developed through consultation with all staff, all children and all parents. It captures who we are as a school and determines our relationships with each other in school – child to child, child to adult, adult to child and adult to adult. It is at the core of what we believe and who we are.</p> <p>We currently have and will continue to have several wellbeing interventions that are run by trained TAs in order to ensure that our children's mental wellbeing is looked after equally as well as their physical wellbeing.</p>
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	<p>Pupils feel safe in school....The values of curiosity, fairness, teamwork and resilience encourage pupils to make the right choices in what they say and do. Pupils behave extremely well in lessons and around the school. (Ofsted 2022)</p>
Safeguarding	<p>Our safeguarding measures are tighter in school since the introduction of a e-based system CPOMS. This system is utilised to log all kinds of concerns and is used to highlight children who may need extra support when transitioning to a new class or key stage.</p> <p>As recognised by Ofsted, 2022, leaders do ensure there is a culture of vigilance in school and all staff, including middays and support staff are regularly trained to ensure we all work together to keep our children safe.</p> <p>Leaders take their responsibilities to safeguard pupils seriously. They have a comprehensive knowledge of each individual pupil. Leaders keep detailed records that are analysed frequently. They respond decisively to concerns. Leaders are persistent in their approach to getting the right help for pupils. Staff know the pupils well. They receive regular training to understand the risks and potential dangers that pupils may face. Clear processes are in place so that staff can report concerns. (Ofsted, 2022)</p> <p>100% of our parents said that their child feels safe at school.</p>
Behaviour	<p>97% of our parents said that the school makes sure the children are well behaved. We believe that positive reinforcement is the most effective tool to ensure behaviour is of a high standard. We do also utilise our school values and our reward systems to ensure children have a positive outlook on their learning as well as their own behaviours.</p> <p>Leaders expect pupils to behave extremely well at all times...If bullying happens, staff act quickly and effectively to stop it... Pupils behave extremely well in lessons and around the school. (Ofsted, 2022)</p>
Special Educational Needs and/or Disabilities (SEND)	<p>Although small in number, the vast majority of parents of those pupils with an additional need felt the school supported their child to succeed.</p> <p>We continuously revise the ways in which we can maintain our support for pupils who need additional support, either temporarily or for the longer term. We are really pleased that the measures we have put in place are meeting the needs of our children and expectations of parents. We would however want to go further but budget constraints are a factor as they are in nearly all schools.</p> <p>Leaders and staff work together to identify any pupils who may have SEND. These pupils receive timely support to enable them to access the curriculum. This ensures that pupils with SEND experience the curriculum in line with their peers and achieve well. (Ofsted 2022)</p>
Children's	<p>It was pleasing to see that 100% of parents believe that their children do well at this school,</p>



Progress and wider development

that there are a good range of subjects available and that the school supports the children's wider development.

As you can see from our website, we have created bespoke and progressive curriculum overviews for all areas of the curriculum. Subject leaders have carefully considered each sequential step and have ensured that the children are taught what is required and beyond.

As for wider development, we firmly believe that our Hearts and Minds curriculum sits at the centre of our school and runs through everything we do. Not only does it ensure that we cover all aspects of the curriculum that are outlined in our SMSC policy, it also ensures that children develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and will develop a strong inner moral compass. They will want to be honest with themselves and with others.

Alongside this, we host visits from a whole range of people who work with our children in a variety of capacities. Most recently we have hosted system engineers, nuclear engineers, authors and faith leaders from different faiths.

All of this is mirrored by our recent Ofsted inspection (2022):

They have designed an ambitious curriculum that is exciting and rich in opportunities. In each subject, leaders have carefully ordered the knowledge and skills that pupils need to learn. Over time, pupils revisit these, building a rich body of subject knowledge that they can use and apply in their learning.

Pupils' personal development threads through all their learning in school. Leaders have carefully mapped out the personal, social, health and economic curriculum and ensured that they regularly revisit key elements. There are a wide range of activities within the curriculum which enrich and deepen pupils' learning. Pupils can make a positive contribution to their school community by becoming school councillors, house captains and reading buddies. These roles are valued highly. Pupils are knowledgeable and form balanced and considered opinions. They are well prepared for life in modern Britain.

As I have already mentioned, we do take your views on-board. Homework is one of these aspects. Although we feel the KS2 workbooks ensure our children are recapping all learning from their year group, we know that extra support could be needed for some children. I would just like to reiterate that if your child is struggling with a particular concept, please inform their class teacher. We will make sure that the homework is discussed and shared in class before going home. This will ensure all children will have a better understanding of what is asked of them. We also acknowledge that some terminology used in the primary English curriculum today is new to some parents and carers so we recommend you purchasing this book: [Oxford Primary Grammar Punctuation and Spelling Dictionary: Amazon.co.uk: Oxford University Press: 9780192776563: Books.](https://www.amazon.co.uk/dp/9780192776563)

Extra-Curricular Activities (EVAs). A small number of parents/carers requested more



	ECAs for key stage one children in particular. We have increased the number of clubs on offer and so far this academic year, we have ran 24 clubs and 8 after school tuition groups on a weekly basis.
Communication	<p>As you are aware, the school uses School Spider as our method of contacting parents. We also use our school Facebook page as a form of communication.</p> <p>Formal communications come out once a month in the form of a newsletter that is pushed out through School Spider and Facebook. These newsletters are also uploaded to the school website. In addition, letters regarding specific trips and/or events are sent out in advance to the various groups as and when throughout the year.</p> <p>On a weekly basis each class share their ‘Continuing the learning journey’ curriculum information via their class page on the school website.</p>

Once again, we thank you for supporting us and your child in their educational journey. We truly value our relationship with parents and carers and ask that if you do have any concerns, no matter how small, that you come and talk to a relevant member of staff or senior leader.

