



Rockmount Primary School Governors' Review



2022

Report

Welcome

The annual Governors' newsletter provides us with an opportunity to reflect on the achievements and highlights of the academic year. The pandemic has ensured that the past few years have been exceptionally challenging, yet the school community has continued to achieve, develop and succeed.

The resilience of the school community has been impressive to observe and is down to the drive, determination and dedication of the school's teachers and staff. The Governors have been impressed by the school's unswerving commitment to ensuring that children are provided with a supportive, nurturing and vibrant environment no matter what might be going on in the wider world.

It has been a pleasure for the Governors to hear from subject leaders throughout the year and to observe teaching in school. The passion and flair our teaching staff bring to the classroom and to extracurricular activities is evident and the school's impressive results are a testament to this.

Finally, I would like to take this opportunity, on behalf of the Governors, to thank Co-Headteacher Tracey Langridge for her many years of outstanding service to Rockmount. Tracey will be missed by the Governors and by the school community but I join with the rest of the Governors in wishing her a wonderful and well-deserved retirement.

We look forward to continuing our work with Helen Carvall, our newly-appointed Deputy Head Teachers Viv Bull and Amber Pearless, and the rest of the staff and community at Rockmount during the 2022-23 academic year.

Emma James

Chair of Governors

As the year has progressed, we have been delighted to resume many of the exciting school activities we have all missed during the past couple of years. This report will give you a flavour of the wide range of school trips, workshops, events and opportunities children have experienced this year to enrich their learning. Music was particularly affected by the pandemic and it has been such a pleasure to hear and see children performing in the wide range of concerts held recently.

We are very pleased with the progress and achievement made by our pupils this year. Our end of year assessment results are extremely strong against national figures, which is a great achievement after such a period of disruption. This reflects the hard work and positive attitude to learning shown by our pupils. We are very grateful to staff who have been very committed to making up for lost learning and have provided additional teaching groups and catch-up sessions throughout the year.

The recent Summer Fair demonstrated the strength of the Rockmount community spirit, with so many of you attending and enjoying the opportunity to share some time together. It was a fantastic day for staff, children and families. Our school community continues to be an incredible support in so many ways and we would like to express our appreciation and gratitude to you all.

Helen Carvall and Tracey Langridge

Co-Headteachers



Enriching the curriculum

'Reach for the Stars' week

In September, we wanted to kick start the year with an enrichment week to enthuse pupils and staff and offer some 'vibrancy' following a difficult year. The purpose of 'Reach for the Stars' week was to provide a fun way of setting goals and raising aspirations for all. We aimed to:

- Look at and talk about inspirational figures and what they do
- Challenge stereotypes
- Engage pupils in career-related learning activities
- Encourage the children to think about the subjects they enjoy and what different jobs might encompass these subjects
- Encourage parent, carer and wider school community engagement
- Set goals for the forthcoming year

Parents and carers were invited in to share their experiences and talk about their careers to pupils. Pupils also had the opportunity to engage in an element of physical challenge. Years 4, 5 and 6 had the opportunity to scale the climbing wall across two days. Staff were also able to have a go at this activity alongside the children. The climbing wall was extremely popular and the team who bought the wall to

us truly inspired the children to challenge themselves. Instructor, John Churcher, who has Usher Syndrome, which causes deaf blindness, really showed the children how everything can be made possible. He shared some of his many achievements with the children including his 7 years in the GB Para climbing team and being the first blind person to climb to the summit of the Eiger!


Year 2 and 3 experienced soft archery. Using bows with 'suckers', they were able to practise shooting at targets in order to gain points against their classmates. This activity required both strength and precision. The children accepted the challenge with enthusiasm and amazed even themselves with how much they could learn and improve in a short space of time.


The youngest children in the school were able to have a go on an inflatable obstacle course. This provided them with a fun way to climb, bounce and slide with their peers.


The children were extremely enthusiastic and had a fantastic time.

The week was extremely successful in achieving our aims and it was a lot of fun for everyone. Comments from pupils can be found below:



 If something is hard it is good to keep having a go. You might get better and better.

 Sometimes, trying something that is hard makes you feel really good once you achieve it.

 It was really fun. I liked how we were able to rock climb to music and that our friends were able to cheer us on.

EYFS

Rockmount Early Years Foundation Stage includes Nursery and Reception, which creates a smooth transition into school life. As the children journey through their Early Years at Rockmount, they become confident learners who enjoy mastering new skills and discovering more about themselves and the world around them. Our Early Years is about making education accessible and fun and harnessing a child's naturally inquisitive nature to develop their learning.

From the age of 3, our children start learning through a variety of educational experiences, both inside and outside, through a play based curriculum. We are very fortunate at Rockmount to have access to such great outdoor spaces. Children take pleasure in looking after our edible garden, have campfire experiences, take part in pond dipping, as well as tending to our rabbits.



I like the baby rabbits. They are so soft.



I can write my name in the sand



We can splash in the water. It's fun

Play is a very important part of our Early Years provision and children's development and learning is introduced through a mixture of 'free-flow' play and some adult-led focused activities. There are also many opportunities for children to choose activities that appeal to them, following their own particular interests.



I can make a train go along the track. It's a long way



I am going to find the treasure. X marks the spot



Blue and yellow makes green, just like Jack's beanstalk





Enriching the curriculum

Nursery

Silver Class have had a fantastic start to school life this year. Each child has done an amazing job at making friends and exploring the nursery setting.



Planting

This year the nursery has been very busy developing the nursery planting area. The children have been hands on with planting potatoes, daffodils, sweet peas, sunflowers and lavender plants. By working with Jane, the school gardener, the children have developed their confidence in planting and looking after living things. The children really enjoy looking after all the growing plants, herbs and vegetables in the garden.



Butterflies and Insects

This year, the children have developed a keen interest in looking for worms, centipedes, snails, slugs and other insects in the nursery garden. The children have been making homes for the snails from sticks and leaves. The children have started to develop an understanding of how to respect and look after all living things. Nursery have been absolutely captivated by learning about the life cycle of butterflies. The class has enjoyed watching our caterpillars transform into a chrysalis and then into butterflies.



Poetry and Story Telling

Nursery has been focussed on creating a language rich environment for the children through stories and role play. Helicopter stories have been a big hit with children. The children tell the teacher a story and then act out this story to the rest of the class.

Nursery entered the 'My First Poem Competition' this year where each child worked with an adult to complete their very first poem. All children got a fantastic certificate and the poems will be published in their very own book for the nursery!



Reception

We have had a fun and fantastic year, yet again. In the autumn we were excited to read lots of traditional tales, including, 'Little Red Riding Hood' and 'The Three Little Pigs'. In our classrooms, we explored Grandma's Cottage and the houses made of straw, sticks and bricks. We had a go at building our own houses, but the wolf didn't manage to blow down the house of bricks! After reading, 'Jack and the Beanstalk', we planted our own beans and watched them grow and some of them have actually grown into beanstalks! We also learnt how to make gingerbread men as part of our work on 'The Gingerbread Man'. We then read the Pumpkin Soup Trilogy and tried some delicious and nutritious pumpkin and vegetable soup.

We started the spring term by helping our friends and keeping everyone safe, by learning about, 'People Who Help Us'. We now know that there are real life superheroes in our community, as well as fictional superheroes. We had an amazing 'Dance-a-Thon', where we raised an incredible £580 and bought lots of exciting resources for outside learning.

During the summer term, Reception enjoyed learning about different animals and their habitats. We explored the rainforest, the desert, the Arctic and the Antarctic, as well as learning all about nocturnal and diurnal animals. We know lots of animal facts, such as, a group of zebras is called a dazzle and we have been learning about animals that are endangered and extinct. We made habitats for our animals from shoe boxes and have displayed them in school, for all to see!



Enriching the curriculum

Year 1

Year 1 have had a fantastic year full of exciting and enriching learning opportunities. In the Autumn Term, we introduced our new topic 'Space'. To support our learning further, we invited a planetarium to Rockmount. We learnt all about the different planets and stars in the sky. We even learnt about an astronaut's lifestyle including the food they eat and what they wear!

During the Spring Term, we explored our topic 'Off we go to Mexico!'. We compared Mexico with the UK, learnt how to meet and greet in Spanish and even cooked traditional Mexican food. The children then took part in 'Mexican Day' where they cooked Mexican food and created art in the style of Frida Kahlo. A highlight of the day was the dance workshop where we had a dance instructor teach us the traditional Mexican dance. We then had a showcase in the big hall with all of the Year 1 parents/carers. We even displayed our artwork and served our yummy Mexican food!

In the Summer Term, to support our learning for our topic 'Carnival of the Animals' we went on a trip to Howlett's Adventure Park. We enjoyed seeing a variety of wild animals and learning fascinating facts about them!



Year 2

Here we are fast approaching the end of another year and we couldn't feel any prouder of the things that our amazing Year 2 students have achieved! Here are some of our highlights.

During the Autumn Term, following a disrupted year of learning, we focused on the importance of keeping our minds and bodies strong and healthy. We really enjoyed our session with the Skip 2B fit instructor who taught us that resilience is key to achieving our goals. To some of us, the skipping challenge came naturally and others had to work a little harder but the important thing was, we all challenged ourselves and we all improved!

During the Spring Term, as part of our adventure learning and transport topic, we constructed different types of boats using materials that we gathered from our outside area. The children worked in teams to design, build, test and review their boats. Not all of them were successful but that helped us to learn and we all had a lot of fun!

During the Summer Term, we were lucky enough to have the author, Ross Montgomery, come into school and deliver a workshop to Year 2. He performed his fantastic book 'Ten Delicious Teachers' and took us through the process of designing our own characters to create stories around. Having missed out on multiple trips due to the pandemic, we were extremely excited about our trip to Brighton where we spent the day exploring the aquarium and enjoying all that the seaside has to offer – the perfect end to the year.



Year 3

Year 3 have had a very busy and productive year full of exciting learning opportunities. In the Autumn Term, we went prehistoric with our topic on dinosaurs, followed by learning all about the 'Powers of the Earth.' We had great fun, both in the classroom and in the outdoor learning area, building volcanoes and exploding them! Our science topic on 'Rocks and Soils' helped us to find out even more about volcanic rock as well as finding out about how worms help to mix the soil by creating wormeries with real worms!

During the Spring Term, we continued with our prehistoric theme when we studied the 'Stone Age'. It was especially exciting when some cave people visited our playground! We looked amazing in our Stone Age costumes and learnt all about what life in the Stone Age was like! We all enjoyed the day but most of us agreed we preferred

living in 2022! Our sewing and designing skills were put to the test as we designed and then made Stone Age outfits. We also wrote brilliant stories based on the story, 'Stone Age Boy', where our characters went back in time to have an adventure in a Stone Age village.

In the Summer Term, we delved into the history and myths of the Ancient Greeks. We went searching for mini beasts in the outdoor learning area and then we used them to help us create our mythological creatures. Some of them were truly terrifying! To end our year, we took a trip to Crystal Palace Park as part of our topic on 'Plants'. We identified the common plants that grow there and found out more about the role that flowers play in a plant's life cycle. It has been an amazing year with amazing children. Well done Year 3 for all your hard work.



Enriching the curriculum

Year 4

Year 4 have had an action-packed year! They have relished the opportunities to develop their art skills throughout the year, exploring the different elements of art and experimenting with a range of materials, tools and paints to express themselves. The children have used sketch books to record their observations, study different techniques and track their progress.

Year 4 thoroughly enjoyed a new topic introduced this year on the Maya civilisation. This topic gave all children the chance to demonstrate their skills across a range of curriculum areas including History, English, DT, Computing and Art. However, the best part was all the chocolate – learning about the origins of chocolate and how it is made. In DT, the children designed and made their own healthy chocolate bar and through English and Computing they learnt advertising skills by designing their own chocolate bar wrapper and TV advert. Through a heart wrenching story of an orphaned orangutan, they explored the use of palm oil and the impact this has on the environment. They researched and wrote persuasive letters to companies still using large amounts of palm oil in their products to consider the impact this has on the environment,



suggesting alternatives to palm oil. However, the most important element was learning about the part they play in environmental issues.

This year, Outdoor Learning has enhanced the educational opportunities of the topics in Year 4. While the idea of taking Year 4 to the Amazon Rainforest proved to be a trip too far, it was possible to bring the rainforest to the class through a combination of technology and an exploration of our amazing wildlife area. Getting outdoors and learning about the rainforest was an entertaining and thought-provoking way to learn about the indigenous people of the Amazon Rainforest. Year 4 also used the wildlife area to learn about the Anglo-Saxon



way of life by making settlements using natural materials, just like the Anglo-Saxons would have done. They also enjoyed using the campfire to make and fry bread the Anglo-Saxon way.

In Science, Year 4 have enjoyed studying the natural world through observations and experiments. As part of biology, they used a pair of tights, a banana, a biscuit and orange juice to observe how the digestive system works. This fun but messy experiment showed just how many different parts of our body are involved in the human digestive system. In physics, the children explored the use of electricity and the different parts needed to make an electrical circuit work. Once they had learnt the skills of an electrician, they designed their own game using a simple circuit. We combined our Mayan chocolate understanding with scientific principles when studying states of matter, melting chocolate and resetting it in different solid forms.

Mental Health and Wellbeing continues to be an important part of the curriculum in year 4. The children looked at how their bodies change during puberty and the impact this may have

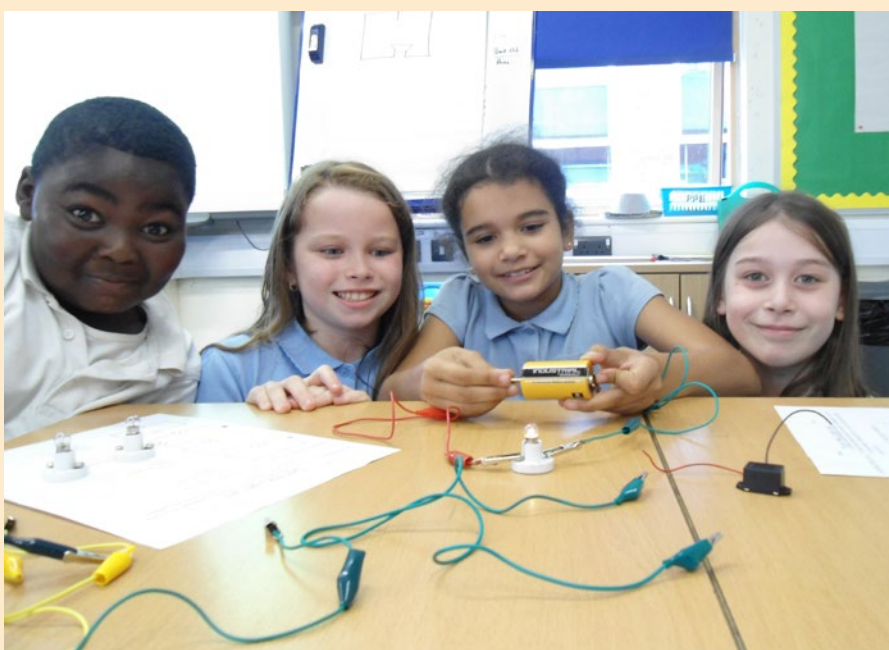
on their emotions. They learnt about personal hygiene during puberty and where they can go if they need support. Year 4 have worked through the Cues-Ed programme to learn the basics of looking after themselves and their mental health. They have explored their emotions and how to notice feelings in themselves and others. They understand how the brain works and how their bodies might feel when they experience different types of emotions. Most importantly of all, they've had fun learning hands-on techniques to self-regulate and build their resilience.

Reading for pleasure has been a big focus across the whole school this year, so each child in year 4 has taken the time to share a recommended book with their classmate. Some of our favourite books this year include *The Boy*, *The Mole*, *The Fox*, *The Horse* by Charlie Mackesy, *Krindlekrax* by Philip Ridley and *The Miraculous Journey of Edward Tulane* by Kate DiCamillo. In the Autumn Term



year 4 used their class novel *The Boy at the Back of the Class* to gain a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness.

Year 4 have gained a wealth of knowledge this year and are well prepared for life in Year 5.



Enriching the curriculum

Year 5

Our Year 5 pupils have had a fantastic year enjoying a range of exciting and enriching activities within the curriculum. During the Autumn Term, the children had the opportunity to be involved in creative writing projects that enabled them to have their voices heard on important issues and to express themselves freely. They supported the charity and movement 'Show Racism the Red Card' where they wrote acrostic poems to stand up in the fight against racism. Later on in the term, all children took part in a whole-school nature poetry competition. The children loved the thrill of a competition and enjoyed taking their learning outside where they immersed themselves in nature. As part of our World Wars topic, the children took part in our World War Day which was delivered with the help of a theatre group. The children got to experience life as an evacuee moving away to the countryside. They dug for victory, worked at the local shop, harvested plenty of potatoes and even built air raid shelters!

During the Spring Term, the children learned all about the importance of the River Nile to the Ancient Egyptian civilisation. In our outdoor learning session, they put their engineering skills to the test in order to build their very own 'shadoof'. The children learned about its vital role in Ancient Egypt in collecting and transporting water from the River Nile. In order to build a successful shadoof that would collect water from the pond, the children had to build a tripod out of wood, secure



it carefully with string and build a 'sweep' with a bucket on one end and a counterweight on the other. It was great fun!

During the Summer Term, the children were immersed into Viking culture during our Viking Day. The children took on the skills of a Viking jewellery maker and potter, took part in a Viking battle drama using their magnificent shields, cooked a feast around the fire and played Viking games. It was so much fun and the stew was delicious! In English, we were lucky enough to have two professional authors visit Year 5. Tony Bradman came in to talk to us all about his thrilling book 'Viking Boy'. He told us about where the idea for the story came from and explained what his favourite part of the story was. He told us how long it took him to write it, how much planning was involved and more!

This gave the children some exciting ideas to use in their own Viking saga. We also had a visit from the award-winning author Ross Montgomery who read part of his fantasy



book 'The Chime Seekers' and carried out a workshop with the children. They worked on using language to create atmosphere and the importance on editing and revising your ideas. To top off an amazing year, we went on a one night residential to Broadstone where we took part in orienteering, hiking, team games, pond dipping and even making our own lunch!

Year 6

During this academic year, we have provided a variety of exciting and enriching activities and special days for the children to really gain an in depth understanding of the topics they have been studying! Our first topic of the year was 'The Victorians'. To really give the children an immersive experience of what life was like during the Victorian times, we organised a Victorian Day where we invited the Rainbow Theatre in to act out with the children what life was like for Victorian Children. To see all the children dressed up in Victorian clothes and taking part in the different scenes from pretending to be in the coal mines, to being a chimney sweep was amazing. As we continued through to the second-half of the autumn term, we studied Crime and Punishment through the Ages. The children were able to compare the different justice systems of the ages, which culminated in a Design Technology project where we recreated working French Guillotine models. The children loved learning how to use the saws, hot-glue guns and trying to figure out how to make their models work!



During the spring term we learnt about North America and Natural Disasters. The children were able to go outside and learn some survival skills and fire prevention – we even managed to shoot a water cannon into the air to simulate how to put bushfires out! We also did crafts and children crafted and created their own Buddha ornaments inline with our R.E topic Buddhism – they then decorated them with golds and silvers.

As we moved through to the first half of the summer term, the children were very focused on their SATs. To ensure the children had a good balance of learning and fun activities to enable them to focus on other aspects of their wellbeing, we included a lot of enrichment activities. Most afternoons, the children were outside in the fresh air engaging in a variety of sports and learning new skills. We also had a games morning at the rec, where the children played football, basketball, tennis, rounders and learnt new dances!



Throughout the second half of the term the children enjoyed a wide-variety of enriching activities which included workshops such as: Friend Vs. Friendly (focusing on gangs and gang violence) and the Croydon Mental Health Transitioning to Secondary Workshop. We also had a visiting athlete in school -Frederick Afrifa. The best part of year 6, which most of the children will agree, was a residential trip to PGL on the Isle of Wight. The excitement never stopped from the initial coach journey out, on the ferry over the Solent and then during the actual activities whilst we were there, such as fencing, Leap of Faith, archery, Jacob's Ladder and the disco. According to the children, these activities were all surpassed by spending three nights away from home with their friends. They all wanted to stay longer! With more activities to come, such as The Eden Project Virtual Workshop and our end of year trip to Streatham Ice Rink the children have had a great time at the end of Year 6.



Pupil Voice

At Rockmount, we celebrate the power of 'pupil voice' through our Pupil Leadership Groups. There are seven groups across the school, all with different roles that help to reflect the wishes and needs of the children at Rockmount. This year, existing groups have been re-invigorated post-pandemic and there have been some new groups added. We currently have a Year 6 Leadership Team, School Council, Peer Mediators, Eco Councillors, Digital Leaders, Sports Leaders and Wellbeing Ambassadors.

How do the groups work?


- Some children are voted into position through a democratic vote, others have volunteered for the role
- Some groups need to complete specific training before taking post
- Each Pupil Leadership Group sets out their action plan and objectives for the year together with the staff member that leads the group
- All groups have their own protocols which are adhered to by all members
- The groups meet with their lead staff member regularly to ensure they are able to work effectively and plan next steps

This year, the Pupil Leadership Groups are working especially hard on key objectives. They are trying to ensure that;

- Each Pupil Leadership Group has the chance to present to Governors and the Senior Leadership Team; the school website is developed so it includes information for the wider school community about the Pupil Leadership Groups.
- Everyone in school is kept informed about the groups through displays.
- Pupil Leadership Groups meet with groups at our partner school, Downsview Primary, to see how we can continue to work collaboratively.

Sports Leaders



 A Sports Leader helps to develop a pupil's ability and confidence within sport. We worked closely with the Crystal Palace for Life foundation to help gain new leadership and communication skills as well as promoting Physical Education at Rockmount. We carried out an 11-week training programme which involved learning lots of new games, how to lead a group or a session, creating session plans and how to reflect on our sessions in regards to what worked well and what didn't. To complete our training, we needed to teach another year group, which gave us a chance to put our training into practice. We were then able to show our communication skills, encourage and motivate others as well as acting as positive role models. We enjoyed sports leaders training because it gave us an opportunity to teach others and come up with our own games or session plans. We have used this in school by not being afraid to try new things, making sure everyone feels included and helping others improve their skills when a new sport is in the arena.

By Izaz and Teo

Year 6 Leadership Team

I really enjoyed the Year 6 leadership experience. The best part was actually being part of the team which put up posters to bring awareness to a charity and getting to decorate the school Christmas tree – that was really fun! This is one of the few times that I have had to speak to other children in the school in an official capacity and so my leadership experience helped me to become more confident in my presentation skills. My team focused on the charity Save the Children, who are involved with providing basic resources for children around the world, such as being able to attend school and having access to clean drinking water. We were chosen to lead on this initiative, however I think it is very important that children everywhere are able to have access to all resources. We are lucky to live in a developed country, so we should definitely do our best to give back to those less fortunate than us. We visited all classes in groups and explained what Save The Children is all about and that we would be having a Christmas Jumper Day, where the children could wear anything festive. The children were also asked to bring in £1 to help raise money for the charity. My advice for future Year 6 Leaders is to always try your best and be grateful for this honouring responsibility!

By Leo



I enjoyed presenting to the other classes with my Year 6 Leaders. I also enjoyed raising money for the school by selling some wellbeing toys to our school community, and knowing that we have taught the children in our school something very important before we leave for secondary school. During the Spring Term, my team looked at Internet Safety and how to protect children around the world from cyber bullying and why it's important to stay safe on the internet. Most children use the internet in some way now, so it is very important that we know how to use it safely. Some of the other children in our school are also starting to use social media websites, so it is even more important for them to know how to use the internet. They need to know what to do if they encounter something upsetting for them. First, we researched about Internet Safety Day and talked about how we would present this information to the different year groups. We made sure that we pitched the information we were going to tell the children to specific age groups. During the presentations, the children were able to ask questions to guarantee that they were included in the discussion and that they understood what we were saying. We also had a couple of activities for them to do during the presentation.

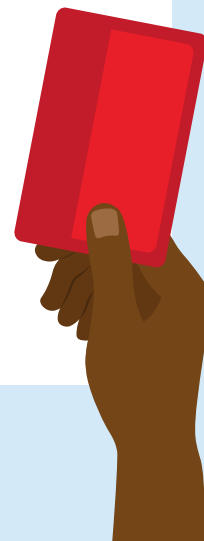
As a Year 6 Leader, I learnt how to research an important topic and how to put that knowledge into a presentation fit for a certain age group and then present this information, so that the children could understand it. I also learned that even though I was very nervous beforehand, once I got going, I felt comfortable talking to a large group of people I didn't know. It has prepared me for secondary school as I am sure that I will have to do many presentations during my time there and beyond that as well. I now know that, after some practice presentations are nothing to be overly worried about. They are something that I know I can now do!

By Ruweida

Year 6 Leadership Team

I really enjoyed the leadership experience because it made me feel more confident in talking to people that I don't really know. My confidence skills will help me in secondary school because I will have to meet new teachers and children. The focus of our leadership experience was 'Show Racism the Red Card'. This charity helps rid the UK of racism and to remind people to be nice to everybody. I was interested in leading this initiative, because it helped me to understand about the problems with racism worldwide. I liked talking to the classes and spreading the word about 'Wear Red Day'. It was interesting learning about how racism affects people's day to day life. My favourite part was announcing the winners of the poster competition because they looked so happy and delighted that they won. My advice to the next year 6 leaders would be to not be worried to say what you want to say.

By Daisy



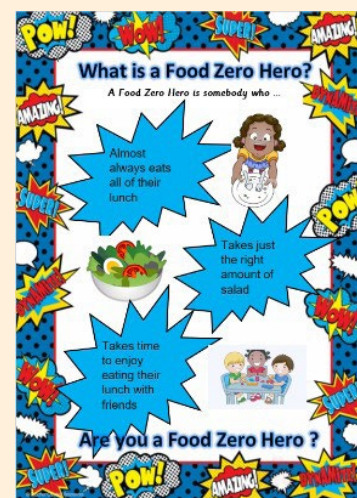
School Council

As school councillors, we represent our class and try to make sure that the school is a safe and happy place for students. We also make sure to listen and take suggestions from our class mates on how we can improve the school. We regularly attend meetings to work on projects, discuss ideas and share important points from our classes. On Fridays, we often deliver assemblies to take ideas and tell our class mates about the projects we are working on.

Our current project is the 'Your Voice Matters' project that aims to reduce food waste at school. Over the past months, we saw a rise in food waste and had to do something about it. So, we have tried our best to reduce it and it has been a success! We worked closely with Pabulum (our school caterers) and decided we would make sure that people's voices were heard and find out why they didn't like some of the food. So, we created our own project to stop it. Every person's opinion on food waste in our school was heard including what they like and dislike in the lunch hall such as, if the food was too tasty or too much or even if the staff were smiling.

Luckily, it has been an overall success and we have seen a major reduction in food waste which has impacted the school a lot. We hope that it will continue to help and reduce food waste.

Written by Maryam and Phinehas



Food Zero Heroes

School Council Food waste project

What is the project?

The food waste project in partnership with Pabulum aims to reduce the amount of food wasted during lunchtimes. The School Council worked alongside Pabulum to identify how we could reduce food waste. In the Spring Term, we talked to all classes and explained why we need to reduce food waste as a school. To help children understand the importance of reducing food waste, we put information and facts about food waste on the tables in the lunch hall for KS2 children. To help us we measured our food waste every day and tracked our progress on a bar chart.

In the second half of the Spring Term, we introduced 'Food Zero Heroes' to help us combat food waste. We talked to all classes and explained why we need to reduce food waste, we asked everyone to try and clear their plates at lunchtime. School Councillors wear 'Food Zero Hero' capes and give stickers to children who clear their plates.

The school council agreed that a Food Zero Hero is somebody who:

- Almost always eats all of their lunch
- Takes just the right amount of salad
- Takes time to enjoy eating their lunch with friends

👤 A lot of food that is thrown out reaches landfill sites where it can emit a greenhouse gas.

Year 5 pupil



👤 Lots of children used to waste food because they would take so much salad, now people take a smaller amount and if they want more they go back to the salad bar.

Year 4 pupil

Why did we get involved?

Wasting food is not only an issue in our homes, but also in our schools. Food waste is estimated to account for almost half of the waste, by weight, from primary schools in England. An estimated 80,382 tonnes food waste are produced by schools in England per school year. Of this waste, 63,099 tonnes are avoidable. The environmental impact of this avoidable food waste in terms of greenhouse gas emissions is 253,000 tonnes per year. This is comparable to the carbon produced by more than 80,000 cars in a year.

Impact it's had on the children

We have noticed a huge reduction in the overall waste in school. The School Council Zero Heroes are enjoying this project and are committed to continuing the fight against food waste. We found that most children in the school now understand that it is important to reduce food waste and are trying to do this. Pabulum report that children are asking for tasters during lunchtime and are trying new foods. The data we have collected suggests that food waste is decreasing across the school.

👤 Food waste is damaging to the environment because producing food uses a lot of energy and resources – all of which are wasted when food gets binned, I'm glad that we are trying to reduce the amount of food thrown away.

Year 6 pupil

PE & Sport

Our New PE Curriculum

This year at Rockmount we introduced a new and exciting Physical Education curriculum across the school – The PE Hub! Our new curriculum provides a wide range of differentiated and engaging resources to support the staff at Rockmount to teach an inclusive Physical Education curriculum. It provides us with a wealth of ideas to support specific primary sports skills in line with the National Curriculum. At Key Stage 1 all children are taught units of work that support them in mastering basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. They use these skills to begin to apply them within a range of activities whilst participating in team games. The children are also taught simple tactics for attacking and defending, as well as dancing using simple movement patterns. As the

children move through Key Stage 2, our curriculum continues to support the children to apply and develop the skills learnt at Key Stage 1 and broaden them further. The children are taught to use running, jumping, throwing and catching as isolated skills and then as a combination to support them playing in competitive games. They are taught how to apply the basic principles suitable for attacking and defending. They are taught various other skills to support the development of flexibility, strength, technique and control. Our new curriculum is differentiated to ensure it is inclusive, as it is important to us here at Rockmount that all children engage and enjoy taking part in Physical Education.

This year we have been able to reintroduce swimming into our curriculum following the Covid-19 pandemic. All children from years 4-6 have had the opportunity to complete a unit of swimming and water safety at Crystal



Palace Sports Centre to support them in swimming competently, confidently and proficiently over a distance of at least 25 metres.

In November, we had the fantastic Skip 2b Fit visit us and deliver a workshop! All the children were given the opportunity to skip for 2 minutes and compete against one another and their teacher. The children were very engaged and





enjoyed doing two minutes of vigorous exercise. We introduced this at Rockmount as a daily initiative and purchased every child a skipping rope! We have an ongoing 6- week skipping challenge to encourage the children to be more active.

We also had Frederick Afrifa visit us at Rockmount. Frederick is an International Sprinter and is a two- time national gold medallist. He was also London Schools Champion in 2011, World Youth Relay Champion in 2013, Surrey County Champion in 2015 and National Champion in 2018. He came in to deliver a whole-school circuit workshop to support us in fundraising for new sports equipment. The children had a fantastic day and were excited to meet a professional athlete!

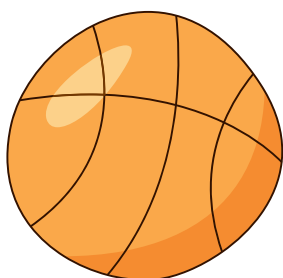
The children have had the opportunity to take part in a variety of different sporting

events this year including an in-house netball tournament, Crystal Palace for Life Girls and Boys Football Tournament, football matches against other schools, netball matches against other schools and during our Reach for the Stars week, the children also took part in an exciting basketball tournament. It has been great to get the children engaging in competitive team sports again!

We reintroduced our Sports Leaders at Rockmount this year and they have had a wealth of training to help them within their role. They have been learning team games and practising them so they can teach other children to play outside safely. The Sports Leaders in Year 6 were also given the opportunity to support the teaching of a Year 2 PE lesson. This has given them vital leadership skills as they move onto secondary

school. One of our year 6 sports leaders said that she found the training valuable as it helped her cooperation skills and she had enjoyed working with other children towards the same goal. She also said that it had built up her confidence and leadership skills, which will support her later in life.

As we look to the future of Physical Education at Rockmount Primary School we hope to develop our P.E curriculum further, with the introduction of more new and exciting sports, as well as more equipment for the children to use to support their lessons. We hope to take the children to more sporting events outside of school, so they have the opportunity to use the skills they have learnt in their lessons to play competitive sports with others of a similar age.



Outdoor Learning

With everyone's wellbeing in mind, we approached this year with greater determination that the children would get outdoors more and become one with nature.

We have continued to develop the Wildlife Area and now have the majority of the area finished. The Wildlife Area has been used for mini-beast searches, habitat identification, pond dipping, cooking on the fire pit and rabbit handling to name just a few. The area is also used for the outdoor learning sessions with Grace, a trained outdoor leader and Forest School practitioner. By the end of the year all classes will have had 3 sessions with Grace. The activities she has run have included making an Ancient Egyptian shadoof, Water World, Anglo-Saxon way of life, Mental Wellbeing Walk and a Greek Challenge. The children have loved their time outside. Having opportunities to become at one with nature and taking lessons outside has many benefits. It promotes positive wellbeing and helps to create feelings of calm. In their outdoor learning sessions, children are constantly pushed to solve challenges and work together as a team. This promotes problem solving and critical thinking and helps children learn to negotiate risk.

This year we have also launched the 'Rockmount Gardening Club'. The club mostly runs on the first Saturday of every month. At the club, the volunteers work extremely hard and have completed various projects throughout the year. Some of the projects we have completed include repairing the chicken coop, weeding the flower beds,

planting seeds, maintenance of the Wildlife and Edible Garden areas, creating a new seating area and the children have loved looking after the rabbits too!

This year has seen some sadness but much joy amongst the 'Rockmount Animals'. In December, we welcomed many amazing kits (baby rabbits) which have joined the two older rabbits. At the moment, the rabbits are in female and male groups. In time, the rabbits will be neutered and we will make two families. One family will be in Nursery and Reception areas whilst the others will stay in the Wildlife Area.

To develop our planting and growing further, we have also been lucky enough to get a grant from 'School Food Matters' of £1500. This has been earmarked for a project to develop a polytunnel in the school. This will allow the children to take part in planting and growing activities through-out the year and will allow us to extend the growing season from early spring until late summer.

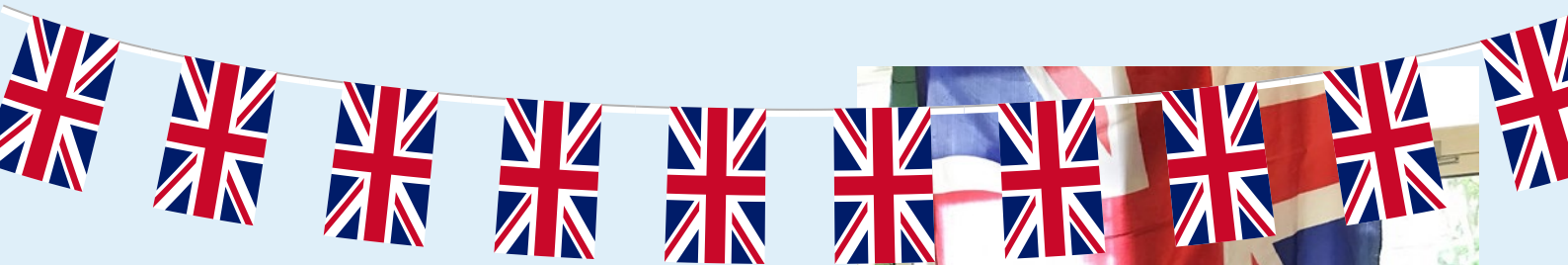
We have also developed 'Rockmount Recycling Zone' in the school grounds where you

are able to drop off recycling which we can then send off to raise funds for the school. We are a hub for Terracycling and have programmes to recycle crisp packets, tooth care products, biscuit wrappers, batteries and printer cartridges.



This year I have enjoyed working closely with Rockmount. The sessions I teach are linked to the school's curriculum plans and include outdoor games, bushcraft skills and nature crafts; introducing new learning and reinforcing what the children are being taught in class. For example, Year 1 made Mexican pots decorated with natural materials, Year 3 designed their own Greek beasts inspired by the creatures living in the nature area and Year 5 were 'shot down' over occupied France and had to use maps, shelters and a chimney kettle to make their way safely to 'Dunkirk'. I look forward to working with the children again next year.

Grace Bartlett, Outdoor Instructor



The Jubilee

On Thursday the 26th of June, the whole school had a wonderful time celebrating the Queen's Platinum Jubilee. All children had a great time immersing themselves in some really fun activities and celebrations. Activities included a whole-school royal picnic, dancing, the creation of artwork and bunting and a fantastic parade around the recreation ground opposite the school.

Leading up to the event, each class chose a country from the commonwealth to learn about. The children found out about the art, food and culture of their countries, as well as researching some interesting facts. Did you know that Canada is the largest of all the commonwealth countries and it snowed in The Bahamas once, in 1977?

We all wore red, white, blue, purple or the colours of our commonwealth country on the day and Reception to Year 6 paraded in their regalia around the Upper Norwood recreation ground, complete with music and drums.

Pabulum prepared a special Platinum Jubilee picnic lunch for the whole school and the day was finished off with a cake sale organised by the RFC.

A wonderful day was had by all.





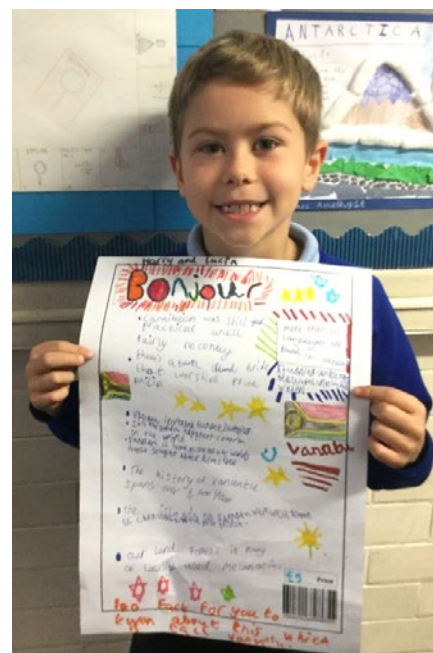
Modern Foreign Languages (MFL)

At Rockmount, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate and extends their knowledge of how language works. This year our focus has been on looking at natural links between language and other areas of the curriculum that can enrich our teaching and learning experience.

This year we celebrated Cultural Diversity Day. This day provided us with a chance to deepen our understanding of the values of culture diversity which we were able to explore through our French lessons. In celebration of this day, we focused on countries that speak French and looked

at the various aspects that make up a culture such as their beliefs, customs, food and music. Each year group participated in a specific French project that immersed them in the language and allowed them to develop their communication skills. Year 3 carried out a research project on different French speaking nations and explored over 20 countries. Year 4 created a French magazine and Year 5 wrote and filmed their own weather reports. Year 6 made some beautiful 'around the world bunting' which was hung around the school.

Rockmount celebrated everything that makes us so unique as well as all the things that connect us; how fortunate we are to have such a wonderfully diverse school!



Today we are learning about culture. My Grandma is Jamaican which makes me a part of that culture.

Isaac, Year 3

I did not know so many countries speak French, I was really surprised.

Libby, Year 3

Health & Safety

Andres Lopez, our Premises Manager, and Dorothy Bentil, School Business Manager, work together to make sure that the school building is safe for our school community. They ensure that all our building health and safety inspections are in order and that we comply with statutory building requirements.

Together, we have compiled a comprehensive premises management plan which details a programme of works for the school with costings and timeframes for progress. We are very pleased to have been able to complete many of the areas identified for development such as our whole school redecoration programme, extensive repairs to the nursery outside area last summer, the water feature in early years and playground equipment maintenance.

On a daily basis, various routine checks are carried out by Andres as he conducts his health and safety checks around the school. These checks include little things such as making sure all the clocks are showing the correct time, to larger scale checks that ensure the building and equipment are safe from hazards and that there are enough resources in the school for cleaning and maintenance.

In addition to this, together we also address any health and safety issues brought to our attention by staff and carry out fortnightly joint health and safety walks.

We are also members of the Health and Safety Committee which is represented by various members of the school community. We meet regularly

each term and focus on recommendations from building inspections, review our school fire evacuation procedures, health and safety policies and procedures and address any questions brought to us from the staff representatives. We have previously asked children across the school to take part in a health and safety survey. This aimed to develop our understanding of what the children know about health and safety, on keeping themselves safe and if they know who they can talk to if they have questions on health and safety. The committee is also looking at how we can develop health and safety awareness with our pupils in school. We really enjoy working together to overcome any challenges and to make sure that the school is safe for everyone.

The Rockmount Learning Kitchen

At Rockmount Primary School, we believe that learning to cook is a vital life skill. Our pupils already grow food in our Edible Garden and our new learning kitchen will enable us to extend teaching about food and cooking for our children and the local community.

Our learning kitchen will increase the opportunities to:

- understand ingredients
- handle and prepare food
- understand food hygiene
- cook food
- use equipment safely
- enjoy food

The phased build finally began in the Easter holidays. Electricians

and builders came in and stripped the room, installing some new electrics. The final, phase of work then took place during the summer.

We can't wait to invite everyone in to celebrate special events with us and for our children to have opportunities through our curriculum to use the space for enhanced learning. Once this is established, we will also be opening up the kitchen for community workshops.

We would like to thank the many parents, carers and friends of the school who have supported our fundraising efforts over the past couple of years to complete this project.



Wellbeing

The wellbeing of our school community has continued to be a top priority this year. This year we've had a strong focus on strategies that can improve our wellbeing. This continues to be delivered through circle times, assemblies, staff training and parent/carer workshops.

Wellbeing Ambassadors

Our Wellbeing Ambassadors have been instrumental in promoting mental health and wellbeing across the school community. They are chosen by their peers because they are seen as outstanding role models and demonstrate the attributes of wellbeing by showing a caring nature, being positive in times of adversity and actively listening to others. This year, our ambassadors have continued to support wellbeing by sharing the voices of all the children in school and by taking part in various projects and awareness days designed to support our wellbeing. These include World Mental Health Day, World Sleep Day, Children's Mental Health Week and Anti-bullying Week.



Year Group Wellbeing Focus

Year 1 and Year 3 have benefited this year from curriculum themed yoga. Tabitha Owen, parent and yoga teacher, has worked closely with the staff and children to use yoga to develop mindfulness through stories, games and relaxation. The children have learnt breathing techniques and yoga flows which they have used to create their own sequences of movement.

CUES-Ed is a psycho-education project based in primary schools and Year 4 have worked thoroughly through the CUES-Ed programme. CUES-Ed helps children to recognise and make links between thoughts, feelings and behaviour. It has encouraged Year 4 to learn how to talk about their feelings with others. It teaches children how to notice the signs (cues) when things aren't right – such as an increase in worry, a change in appetite or sleep patterns and difficulties with friendship groups.

They have learnt cognitive strategies and behavioural techniques to help manage difficulties.

Mental Health Support Team

Croydon Mental Health Support Team (MHST) have continued to work with our school community by supporting children with emerging, mild or moderate mental health difficulties that may be affecting their day-to-day life. Depending on the needs of the child, the MHST have worked directly with children or with their parents. This year, the MHST have been able to carry out face-to-face parent/ carer workshops on a wide range of topics to support children's mental health. As well as children and families, the MHST have worked alongside school staff offering training, advice and directing staff to external support services.

Staff Wellbeing

Good staff wellbeing is essential for cultivating a mentally healthy school. We take pride in supporting our outstanding staff in their workload so that they are able to deliver the best lessons possible to our children. Staff are offered regular CPD opportunities and we have streamlined our marking policy to ensure that teachers are working smartly and efficiently for the benefit of their pupils. We have conducted a staff wellbeing survey and have set up feedback opportunities in our staffroom for members of staff to share ideas on how we can support each other. We run regular staff socials and have an open communication between the leadership team and the rest of our staff in our weekly briefings. In addition to this, we also offer advice on external resources and information to continue to support our staff with their mental health and wellbeing. As part of our commitment to ensuring all staff have appropriate training to support mental health and wellbeing across the school, we now have three Mental Health First Aiders and a Senior Mental Health Leader.



Community

Rockmount Children's Club

Our Breakfast Club now operates in 2 rooms with its own kitchen facilities where we offer a wide range of delicious and nutritious food. We currently have 82 children enrolled. We have joined Magic Breakfast membership once again this year. The aim of the Annual Membership Scheme is to provide schools with sustainable, low cost, long-term food and support offer to ensure we can afford to continue to feel all the benefits of a high quality, healthy breakfast in school. Magic Breakfast commits to fundraising to subsidise the food and delivery cost to the school, ensuring the school can budget and plan ahead to have the confidence to be able to offer breakfast to all children who need it. Bagels are provided for all children in the morning when they arrive in their classroom. As well as bagels we also receive weekly deliveries of cereals. We also offer breakfast free of charge to vulnerable pupils. Magic Breakfast has also teamed up with Amazon and

are able to offer our school the chance to order holiday breakfast deliveries direct to the homes of our most vulnerable children. Thanks to Magic Breakfast the school also received 132 copies of the third book in the Marcus Rashford Book Club as well as copies of The Breakfast Club and The Beast Beyond The Fence by Alex Falase-Koya.

Our After School Club operates in 4 rooms. We have 143 children enrolled, with an average of 87 children per day. Pabulum continues to provide tea for the After School Club and a menu is available on the school website. As a self-funding provision we rely on parents' regular payments to cover the cost of staffing, catering and resources. The club continues to be very popular, with high demand for places. We operate a waiting list policy for children wishing to join the club once it is full.

Since the beginning of the pandemic we have encountered various challenges. During lockdowns, staff completed

training online and attended school to support key workers' children. Once the school reopened, we formed bubbles and operated in more rooms to keep children in smaller groups. Although we haven't seen a reduction of numbers attending the club, we have experienced high levels of requests to decrease or increase or change sessions. We are constantly reviewing our procedures and protocols and making the necessary adjustments.

Activity Clubs

Activity Clubs run throughout the year. They are very popular and run for five weeks every half term. We now have three new clubs: Spanish, Sewing and Netball. These have been a huge success and places fill very quickly. We are looking into new clubs for the Autumn Term.

Rockmount Holiday Club runs for two weeks during the summer holiday period. Children enjoy a range of activities on site. The



At After School Club we talk about feelings and how to be kind.



We love making things at ASC.



We love the paddling pool and water games!

paddling pool is always very popular for some water fun, especially when the sun is shining! Children feel safe and well cared for by staff they are familiar with, since most staff work in different capacities within the school.



Holiday Club is so much fun, the best summer club I've ever been!



The staff at After School Club joining in the fun for World Book Day.

Parent/Carer Forum

It has been really great to hold our most recent parent/carers forum meeting in person and hopefully that can continue going forward. We have had some very successful and engaging online sessions, but nothing beats getting together in the flesh and being able to enjoy sitting in the colourful after school club room on those tiny little school chairs!

The parent/carers forum is a partnership between parents/carers and the school. It is a means to share ideas, discuss ways in which we can improve our school and extend opportunities for our children. The aims of the forum are:

- To work in partnership with the school to create a welcoming environment which is inclusive for all parents/carers and the wider school community
- To act as a consultative body for the school in relation to the development of school policy and practice
- To share information, new ideas, knowledge and skills

- To consider opportunities which support the welfare and high-quality education of all pupils

Each class has a representative who gathers views of the class parents/carers to put forward for discussion at the meeting. Anyone can nominate themselves to be a class rep. Forum meetings are held each half term. Minutes from each meeting are shared with the school community as well as a shorter summary of what was discussed.

This year we have had some very productive meetings with meaningful actions achieved. We have had presentations from staff on the new PE curriculum and other sports opportunities, information on our brilliant music provision at Rockmount, presentations on Science and PHSE (personal, social and health education) to name a few. We have discussed issues that affect the school community such as the parking and idling problem which resulted in those large and obvious signs going up around the school gates and how best we can support and participate in Black History Month.

On a personal note, I have really enjoyed being Co-Chair of the forum this year and gaining a greater insight into our fantastic school and wider community. There is so much opportunity to get involved and help make a difference to school life so I urge parents and carers to use the forum and communicate with your class reps as the more ideas/initiative/topics for discussion we have the more effective we can be. Catherine and I each have two children in Rockmount covering years 2, 3 and 5 and we are so invested in the school community which we feel very privileged to be a part of.

Kate Ball and Catherine Wood

Art & Design at Rockmount

Art is an immersive and creative subject. Art encourages self-expression and creativity whilst helping to build confidence and individual identities in pupils through their artistic freedom. This year, pupils and staff alike have been working on vibrant projects, experimenting with different mediums and developing their sketchbooks to showcase the progression of the skills that are being taught across the school.

The curriculum is designed to ensure that the children are exposed to a diverse range of artists encompassing a range of artistic genres, including drawing, painting, printing and sculpture. Starting in Nursery and Reception, pupils are immersed in a creative environment that encourages them to create, explore and produce their own art pieces. As they move up through the school they will begin to develop their own personal flair and artistic style.

From Year 1 to Year 6, pupils have their own individual sketchbooks. This represents their own artistic journey and is a wonderful way for them to see how much progress they have made as they develop their skills and experiment with different techniques and styles. Staff have undertaken several training sessions this year to support their teaching practice in Art & Design and how best to encourage pupils to make the most of their sketchbooks.

During the Spring term, Year 3 studied the work of American collage artist Mary McCleary. This was linked to the 'Weather' topic they were learning about. Pupils used their sketchbooks to practise their own collage skills. They annotated examples of McCleary's work and explored how she created each piece. Inspired by her work, they then made their own extreme weather collages that they were extremely proud of.

This is just one example of how the curriculum at Rockmount allows pupils to learn not just how to paint or to draw, but to practise and develop these skills, explore real-life artists from around the world, learn about their lives and what inspires them and then to put it all together to create a final piece that they can be proud of. Other art projects have included the wonderful work linked to natural disasters by Year 6 inspired by the Japanese artist Jave Yoshimoto and Year 4 created fantastic dragon eye sculptures after reading the story Krindlekrax. During Anti-Bullying week, pupils from all year groups had the opportunity to create a collaborative piece of artwork that was inspired by Keith Haring, which now sits proudly in the corridor by the office.



We looked at an artist called Nixiwaka Yawanawá. He's from the Yawanawá tribe in the Amazon rainforest and he paints with plants and things that are environmentally friendly and don't contain lots of chemicals

Max, Year 4 Tanzanite



In Art Club we look at a different artist or art style each week, such as Rangoli patterns. Sometimes we get to go outside and draw and paint what we see and we've learnt how to sketch different animals

Scarlett, Year 4 Tanzanite



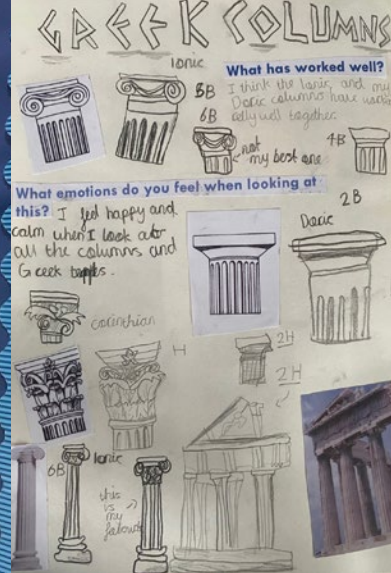
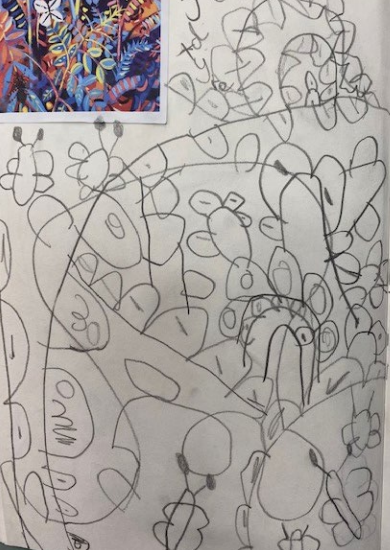
I like Art because it is a really creative activity where you can express yourself through drawing. I've been practising my self-portraits and looked at a painting called American Gothic. I changed the background of mine and the people to look more like cartoon characters.

Ridwan, Year 6 Emerald



We've been practising shading techniques using different sketching pencils and graphite. When we looked at natural disasters we used oil pastels. I really enjoy Art because there is so much you can do with it and you can do whatever you want.

Daisy, Year 6 Emerald



Maths Reasoning

We are extremely proud of maths at Rockmount and of the high levels of attainment our pupils demonstrate. We believe the subject should be practical, engaging and fun and, when you speak to our pupils about maths, it is clear to see their passion and love for the subject shining through.

Three years ago, we introduced a new school wide scheme – Big Maths – to ensure our pupils' learning journey was clear and cohesive from the Foundation Stages right through to Key Stages 1 and 2. Since we introduced the scheme, we have seen our children develop a strong grasp of the core number skills which underpin maths. These skills include rapid recall of times tables facts, knowledge of place value and the ability to double and halve numbers mentally. We practise these vital skills daily during our 'CLIC starter' sessions which has meant that, over time, our pupils have become increasingly confident completing calculations in their heads.

Throughout the course of this academic year, we have had a school wide focus on reasoning. For those of you wondering what exactly reasoning is, it is the process of applying logical and critical thinking to a mathematical problem in order to work out a correct strategy to use in reaching the solution. It is as much about being able to explain how to go about solving an unfamiliar problem as it is about 'getting the answer right'. For our younger learners, this may be done verbally and either individually, with a learning partner or as a whole class. Our more experienced mathematicians are able to write detailed explanations of how to solve problems using accurate



mathematical vocabulary. To develop these skills, we provide pupils with regular opportunities to solve a range of different mathematical problems which may be practical, visual or worded and importantly discuss and evaluate their approach with others. This year, we have also been encouraging learning through an investigative approach. Mathematical investigations differ from word problems in that there is not necessarily one way of working them out and often the method of trial and error needs to be applied. Usually, there is not just one answer; there could be several. They are also often based around 'real world' scenarios which not only allow children to relate to what they are learning but also helps them to understand that maths is all around us all the time. Although we have spent the year honing the way we deliver our maths curriculum, our work is never done and we look forward to developing our skills even further next year to get the best out of our fantastic students.

But for now, it's time for you to have a go!



Abundant Numbers Age 7 to 11

To find the **factors** of a number, you have to find all the pairs of numbers that multiply together to give that number.

The factors of 48 are:

1 and 48

2 and 24

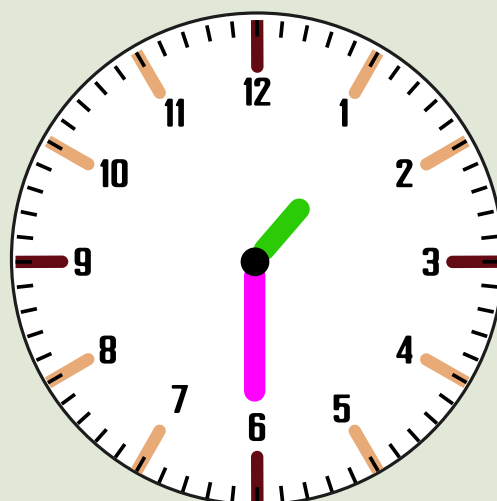
3 and 16

4 and 12 6 and 8

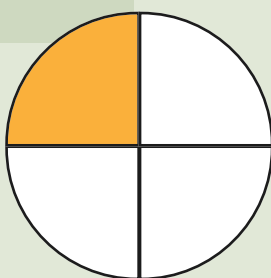
If we leave out the number we started with, 48, and add all the other factors, we get 76:
 $1 + 2 + 3 + 4 + 6 + 8 + 12 + 16 + 24 = 76$

So... 48 is called an abundant number because it is less than the sum of its factors (without itself). (48 is less than 76.)

See if you can find some more **abundant** numbers! Challenge – What is the **lowest odd** abundant number?



$$1 + 2 + 3 = 6$$





Rockmount Primary School
Governors' Review