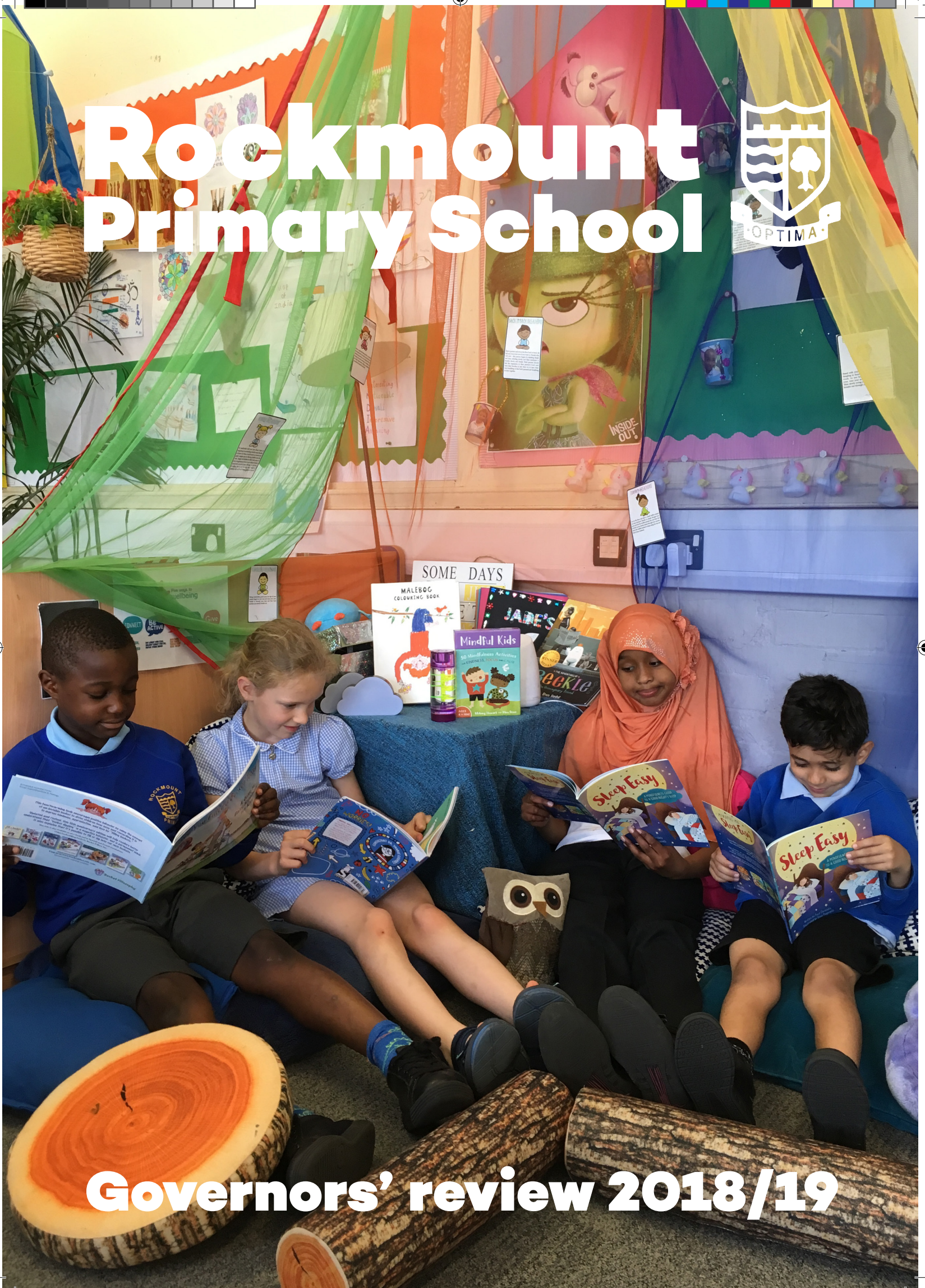


# Rockmount Primary School



## Governors' review 2018/19



Welcome to our 2019 governor's newsletter. During our recent morning in school and at today's year 5 and 6 sports day, the infectious enthusiasm, hard work and sense of fun which every pupil and staff member displays filled us all with tremendous energy and pride.

I met a team of volunteers from TSB bank this morning, all working hard around the school and giving freely of their time. Their incredibly positive impression of the school and particularly the children they met is proof of the character, confidence and optimism Rockmount pupils display. I hope you all feel the same way too. Over the following pages, we have sought to celebrate our community and to reflect on another inspiring and successful year at Rockmount. My only regret is that we aren't able to show you everything that has happened during what I think has been an outstanding year in the history of the school. Our excellent website contains a great deal more information and I also hope that, occasionally, your children let you all know the amazing things they have been involved in. I have been a parent and governor here for over 10 years and have seen the school grow in strength and depth. We are all extraordinarily fortunate to benefit from the incredible talents of the staff team. Their professionalism, dedication and warmth, under the leadership of Helen Carvall and Tracey Langridge, has gained recognition within the borough, nationally and abroad. I would like to express my gratitude to all of them. Read all about some of our newest recruits on page 18.

# Welcome

What a year! Inside you will find out about many aspects of school life. I particularly want to direct you to our achievements in promoting the health and wellbeing of all in the Rockmount Community. At a time when the outside world can seem an unstable, daunting and challenging place, we are proud to been recognised for our focus on our own health and happiness and more importantly that of others. Pupils attended parliament to lobby MP's on food insecurity and learned about the challenges many face in simply having enough food to eat. We also won the prestigious London Healthy Schools Gold Award to sit alongside our Food Flagship award. I congratulate all our ambassadors for their hard work and achievements in promoting issues that matter most to our communities.

I would like to close by thanking a governor who has stepped down from the board this year after many years of wonderful service. Suzanne Jesell has been instrumental during her time as a teacher governor inspiring us to consider more deeply the environment and our impact on it, amongst many other things. I have benefitted from her support, wisdom and passion for this school. She will be embarrassed that I am highlighting her contribution here but it is important that her impact is celebrated and that our thanks can be echoed by yours.

Have a wonderful summer.

**Kevin Gray**  
Chair of Governors



Rockmount prides itself on providing a wide curriculum, offering experiences which extend beyond the academic, technical or vocational. This curriculum supports pupils effectively in their personal development and in building their confidence and resilience. It offers plentiful opportunities for children to successfully engage with their local and wider communities, often at a very aspirational level.

## CURRICULUM & ACHIEVEMENT

### The extra mile

The current curriculum is the product of several years focus on healthy lifestyle initiatives and a whole school ethos centred around health and wellbeing. The wide curriculum and rich experiences offered to pupils, demonstrate that the school 'goes the extra mile' to promote the personal development of pupils, supporting them to become active and engaged citizens. These experiences are planned across the school to ensure access for all and the development of a progressive skill set.

### EYFS

EYFS	National	School (60)
Good level of development	71.5%	82%
Year1	National	School (60)
Phonics	82.6%	87%

### KEY STAGE 1

Reading	National	School (60)
EXS	75.5%	80%
GDS	25.7%	33%
Writing	National	School (60)
EXS	70%	77%
GDS	15.9%	22%
Maths	National	School (60)
EXS	76.1%	82%
GDS	21.8%	30%
RWM combined	National	School (60)
EXS	65.4%	73%
GDS	11.7%	20%

Rockmount pupils have worked with a charity on Food Poverty, addressing parliament and producing a promotional film; they presented to the local council as part of a traffic calming campaign resulting in the installation of a zebra crossing outside the school; pupils have participated in various sustainability projects, raising awareness of local and global key issues. Rockmount pupils have proven themselves to be very articulate in expressing their views on local and national platforms. The school community is very proud that our exciting and wide-ranging school curriculum has been recognised through the Wellbeing Award for Schools in April this year as well as an award for food education in the London Urban Food Awards in March.

### Positive performance

The uniqueness of each individual child at Rockmount is promoted and celebrated and pupils are supported to recognise and develop the skills and qualities they need to flourish in modern society. Academic results for the year 2017-2018 were very positive; school results were above national standards in every area. We anticipate a similarly impressive set of results for the current academic year. Data will be released at the end of the summer term by the Department for Education and school will report these results during the autumn term.

### KEY STAGE 2

Reading	National	School (55)
EXS	75%	78%
GDS	27.8%	33%
Writing	National	School (55)
EXS	78.2%	85%
GDS	19.7%	24%
GPS	National	School (55)
EXS	77.4%	95%
GDS	34.1%	53%
Maths	National	School (55)
EXS	75.3%	89%
GDS	23.3%	33%
RWM combined	National	School (55)
EXS	64.1%	76%
GDS	9.7%	15%

## Financial update

**Although it has been another successful year for the school in terms of achieving the goals set out in the school action plan, like many maintained schools it has also been a financially challenging year for Rockmount.** The Senior Leadership Team have sought to make the most of the resources available and explore opportunities for additional generation of income in order to ensure that the highest educational standards and overall school experience is maintained for our pupils. Although

staff costs remain our biggest expense at around 75%, hard and creative decisions have had to be made to bring about the balance. As Governors we hold the school accountable to the high standards of auditing and accountability that the ESFA require us to uphold. We are delighted with the progress made to reduce the previous year's deficit, and our School Business Manager and the Headteachers have undertaken a rigorous process in order to set a balanced 2019/20 budget.

## Health and safety

**A tremendous amount of care, effort, and attention goes into ensuring that Rockmount's buildings and facilities are safe for the school community.**

Premises Officer, Andres Lopez, carries out daily health and safety monitoring walks and supplements those walks with more detailed weekly checks. In addition to this, School Business Manager, Dorothy Bentil, and School Health and Safety Officer, Judy Hazell, carry out fortnightly health and safety premises walks of the internal/external areas of the building. The school health and safety committee meets twice a term and has focused this year on addressing recommendations from recent fire safety inspections as well as on lockdown procedures, fire drill evacuation processes, and numerous other points of discussion in relation to health and safety that come to the committee via the staff health and safety representative.

In addition to the ongoing internal monitoring, the school undergoes a rolling programme of statutory health and safety checks, many of which are arranged through local authority contractors. In addition to required checks, the school undergoes a number of checks that are not required by law to ensure that the school environment is well maintained and as safe as possible for the entire school community.

## Learning Kitchen

**We would like to thank everybody who attended the most recent quiz night as we raised an amazing £754.** Our total so far is £34,600!

We are continuing our fundraising efforts and have some very exciting ideas in the pipeline. Unfortunately, the installation of the Learning Kitchen has been postponed for a few months due to issues with school funding. The additional budget which had been put aside to go towards the kitchen can no longer be used for that purpose. However, with your support, we are determined to raise the additional £25,000 still needed. This year, the RFC have pledged to give 50% of total funds raised towards the Learning Kitchen. The expected amount will be around £2,000 which is fantastic! We are also awaiting the result of the Tesco 'Bags of Help' scheme and want to thank everybody who cast their vote last month. Please continue to send us any new fundraising ideas!!



# Big MATHS

**We are incredibly excited to be introducing a new school wide maths scheme – Big Maths!**

Big maths is designed to teach basic key mathematical concepts and skills in a logical, fun and engaging way. It allows children to build on their prior knowledge, create strong links within different areas of maths and develop fluency, reasoning and problem solving skills.

We have already begun teaching daily fifteen minute 'CLICR' sessions as a starter to our maths lessons. CLICR is broken into five sections: Counting, Learn Its, It's nothing new, Calculation and Reasoning. It is a simple but highly effective framework which allows children to practise both new skills and recap previously taught learning in short daily bursts. Within these five sections, the same learning objectives are worked on daily for

two weeks giving the children the opportunity to truly master them and prepare them for the next step. Not only have we already seen a positive impact in terms of the children's skills, the levels of engagement during CLICR sessions are incredibly high.

**What makes Big Maths so fun?**

Big Maths includes a series of characters that the children get to meet during various points of the programme. These characters help to engage the children but are also designed to work together in a way that supports learning. The CLICR sessions are fast paced and involve children getting out of their seats, moving around and playing fun maths games. All in all, we are very pleased with what we have achieved so far this year and are excited to roll out the full scheme after the summer holidays.

**How can you help your children at home?**

- Ask them what they have been learning about in **CLICR** this week.
- Make maths at home fun by playing maths games.
- Help them to make links with 'real life' maths. For example: adding up the shopping.
- Encourage your children to work on their times tables skills.

## Tri-school Partnership



**As many of you will know, we have been working closely with two local schools, Elmwood and Downsview, over the last two years.** We introduced the partnership in last years' newsletter and I am delighted to say that our collaboration has gone from strength to strength. All three schools share common aspirations and challenges while maintaining the particular strengths which make them unique. We each work incredibly hard to provide our communities with the learning and support which you expect and deserve. The partnership was formed to provide a friendly and supportive environment in which all staff, pupils and governors could learn from best practice, help one another and share resources. This enables us to develop strong teaching, provide the best

learning opportunities and to get the very best value for money for our schools.

This year we have extended the reach of the partnership in all areas including big maths, health and well-being, finance, governor training, administration, peer support and safeguarding. We are looking to continue the partnership in the spirit of friendship in the best interests of all 3 schools and are working on detailed plans for the future of the partnership. Rockmount is delighted to be a part of this wonderful work and the governors continue to support and encourage the staff to make the very most of all of the opportunities it presents.



# we cycling and clean air



**Cycling at Rockmount has become an integral part of what we do at Rockmount. By the time children leave the school, the majority of children can ride a bike and have participated in some sort of cycling activity.** Those who have never had a go on a bike, get the opportunity to learn on one of our school bikes in Year 5 and 6. With a BMX track in Norbury Park, Year 6 children took part in a 10 week course in the Spring Term, walking down on Friday afternoons to this local park and learning how to ride on a BMX track as well as how to maintain their own bikes. Quite a few Rockmount pupils have joined BMX clubs or do track riding at the velodrome in Herne Hill. The school was fortunate enough to be given free tickets for children to go to the Olympic Velodrome and watch racing at the Paralympics in December this year.



## Stars again

Cycling is not only a sport but also a mode of transport. Those who walk, cycle or scoot to school benefit from some gentle exercise, which is one of the essentials to mental health and wellbeing. As so many children are doing this, Rockmount won the Gold Transport for London STARS award for the 5th year in a row and members of the Bike It Crew went to the ceremony at the Oval Cricket ground to collect yet another star and certificate in November. Around 70% of Rockmount children walk or cycle to school. Parents questioned, however, whether the routes that their children were taking to school, were safe. Five years ago, children presented ideas to the council of how their own individual routes to school could be made safer. New signage and road markings were put up but nothing substantial. Finally, this year, the council agreed to build a zebra crossing with Belisha beacons outside the

main school gates on Rockmount Road. We hope the zebra crossing will encourage even more families to leave cars at home and walk or cycle instead. During 'Road Safety Week' in November, children from Years 5 and 6 led an assembly about crossing roads safely. Even with a zebra crossing or refuge islands, children need to 'Stop, Look, Listen and Think'. It is easy to be distracted by mobile phones or seeing a friend across the street. Wearing something bright or reflective, especially in the darker winter months, helps children to **'Be seen, Be safe'.**



## Cleaner air

Air pollution has been a further issue addressed by children in Year 5 this year. They have been sharing work that they have been doing on this topic with a school in Delhi in India. Our focus was on car fumes and the effect that idling has, so Yr 5 children wrote letters to all parents expressing the importance of switching off car engines outside the school gates. With 10% of children at Rockmount with asthma, the nitrogen dioxide and other particulates in car fumes can cause breathing problems. Children handed out their letters to parents at the school gate, asking them to help keep air clean by not idling. One tip children gave parents was that when it is cold it is possible to switch off the car engine but keep the key in the ignition, enabling the car heating system to continue working for up to 30 minutes. Idling is now an offence and car drivers can be fined.

A whole school 'stop Idling' poster competition was held, with the winning designs used by Croydon Council to print two long banners for the school, that are now attached to the fence close to the two main school gates.

## A skill for life

As the years go by, we have more and more keen cyclists throughout the school. Every Wednesday before school, Yr 5 children promote cycling to school by standing outside the school gates for 'Wheelie Wednesday' rewarding those who do. This year, 75 children came to school regularly on their bikes, parking them within our extensive cycle



shelter facilities. We also ran a weekly lunchtime cycle club for the Year 5 and 6 children where we played games in order to hone cycling skills. With nine school bikes and other children with their own bikes, we often took out up to 20 children into the park opposite the school. In order to get children ready for secondary school, we ran four Bikeability Level 2 courses after school over the year, where outside instructors came and taught Yr 5 and 6 children how to ride on the roads safely. We believe cycling is a skill for life and hope children at Rockmount will continue cycling throughout their lives, keeping fit, reducing air and noise pollution as well as enjoying the network of cycle routes and cycling sporting facilities that we have locally.



**At the start of this year we re-developed the chicken coop and welcomed back 5 beautiful girls.**

The children all had a chance to put forward names for the chickens with the final decision going to the School Council. The final 5 names were – Fluffy, Hey Hey, Snowy, Peppermint and Hair Gel. After a settling in period for the chickens and some training the Eco-Warriors are now taking a very active role in looking after them. After each visit the Eco-Warriors give me a full break down of any issues relating to their health or their environment.

#### Adventure Learning

During the year, the children have all had the opportunity to work with Hugh Dames and Adventure Learning at Crystal Palace Park. Some great sessions were had. Reception enjoyed the Superworm session and a campfire, Year 1 built structures and Year 2 tried some map making and learnt the history of Crystal Palace Park. Year 3 built

paint the tyres around the chicken coop and clear the rubbish from the garden. Our next stage is to get to work finding some grants that will allow us to redevelop the pond and surrounding area.

#### Edible Garden

Thanks to the efforts of our resident gardener Jane, the children have been able to get out and work in the garden. They have been busy weeding, planting and then looking after their plants. Some children in Year 2 & 3 took part in a daffodil growing competition. They planted and looked after their daffodils which were then judged by the London Children's Flower Society. All the daffodils managed either a silver or gold award. The judge was really impressed and said it was the best display she had seen in years!

## Eco Rockmount

some dens and had a campfire, Year 4 completed some orienteering, Year 5 looked at making their own maps and took part in the very first Funfair Physics whilst Year 6 completed a study on Brunel.

#### Eco-Warriors

A new focus which started this year has been the Eco-Warriors and working towards regaining the 'Green Flag'. We have 15 Year 5 and 6 Eco-Warriors and will soon be starting an Eco-Committee. They have completed an environmental survey of the school and have now decided on our 4 topics to work on. They have chosen:

- 1) School Grounds
- 2) Waste
- 3) Marine Issues
- 4) Biodiversity

We have begun work on our School Grounds topic already. It was decided that the main aim was to re-develop the pond area in the playground. To this end, RFC helped organize a work day where parents and children came along to help clear the area. On the day, through lots of hard work, we managed to erect a fence around the Edible Garden, completely gut the pond which had been unloved for many years,

#### Introducing Jane

**Hi, my name is Jane Wiseman and my role is to help the edible playground 'GROW'.**

**Keeping with the seasons, all children have the opportunity to do gardening. Learning how plants grow from seed, sowing to harvesting and everything in between. We talk about how everything we do is connected to the world around us. The children are loving growing their food and flowers to attract the pollinators. We have just had our first plant sale selling sunflowers, chillies and edible flowers.**



## Safeguarding in our changing world

#### Safeguarding pupils, parents/carers and staff lies at the heart of the school's ethos and our work as a Governing Body.

We never forget that as adults, we all play an important role in safeguarding and promoting children's welfare. We take seriously our responsibility to always act in the child's best interests: by protecting them from harm, preventing impairment of their health and development and ensuring every pupil grows up with the safe and effective care they need to flourish and achieve.

#### Keeping children safe in education

It has been a busy year. The school's Safeguarding Policy was updated to comply with recent Government policy changes. The school's annual Safeguarding Audit and Single Central Record were monitored to ensure improvement and evidence of impact. The safeguarding team expanded to include the Rockmount Children's Club Manager and Deputy Manager. Governors and staff received training including on preventing radicalization, child sexual exploitation, children missing in education and female genital mutilation (FGM) with further FGM training planned in September. Staff were kept informed via weekly local authority and national safeguarding briefings.

#### Equipping children for a changing world

Helping pupils deal effectively with the evolving risks they encounter remains an ongoing priority. Throughout the year there have been pupil and parent awareness initiatives tackling issues from identity and intolerance to online resilience and gangs. Learning Mentor Annette Schembri worked tirelessly to find guest speakers who inspired and engaged pupils. The rapper Osh related what resilience means to him. The Voice UK contestant Ayanam Udoma discussed how he overcame his anxiety. In July, Amani Simpson shared with Year 5 and 6 pupils his first-hand experiences of knife crime.

#### You're never too small to change the world

Child food poverty has emerged as a growing concern nationwide and became a central focus at

Rockmount this year. We are all immensely proud of Year 6 pupil Janan Gill who was selected by The Food Foundation as the UK's youngest Child Ambassador. She and five other Rockmount pupils were invited to The House of Commons to offer their opinions to politicians and business leaders on how to remedy



the problem. Janan and her fellow Ambassadors presented The Food Foundation's Report to Number 10 Downing Street in April this year.

#### Healthy inside and out

On behalf of the Governing Board, I would like to extend my special thanks to Donna Rankine and Nishad Karim on gaining for Rockmount the coveted Wellbeing Award. Their commitment to raising mental health awareness and improving emotional wellbeing among the whole school community will have a lasting and positive impact on our children.

**Tania Bazell, Designated Safeguarding Governor**



# Year in the life of a Governor

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**Name:** Tania Bazell  
**Occupation:**  
**Place2Be School Project Manager**  
**Years on the Governing Board:**  
**Since July 2018**  
**Roles and Responsibilities:**  
**Parent Governor and Joint Safeguarding Governor**

It has been inspiring to witness the school's dedication to improving children's futures, both by keeping pupils safe, but also by promoting mental health within the entire school community.



**Name:** Mrs Anita Ofigho  
**Occupation:**  
**Mother of two young children.**  
**I have worked in a London Council for approximately 5 years and is currently an HR adviser.**  
**Years on the Governing Board:**  
**3 months**

I can proudly say, my first project assignment was providing the article in respect of Food poverty. This involved going into the school and interviewing amazing and selfless mentors and the most vibrant and intelligent 10/11 year olds I have ever had the pleasure of meeting. With such excitement at their new found knowledge they happily talked to me



**Name:** Sarah Hubbard  
**Occupation:**  
**Communications Consultant**  
**Years on the Governing Board:**  
**4 years**  
**Roles and Responsibilities:**  
**I look after the SEND agenda.**

This year I've been learning all about how Rockmount supports children with special educational needs as part of my role as governor and have spent time with Amber Peerless (Inclusion Manager) and Suzanne Jessel (SENCO) to understand in more detail the approach we take with children who require extra support in the classroom. Amber and Suzanne are incredibly passionate about this agenda and I've been very impressed by the amount of work

they are both doing to ensure every child has the chance to excel at Rockmount. In the meantime, it's been another very busy year at the school and I've loved being a part of it. I think a particular highlight has to have been seeing the school secure the Wellbeing Award earlier this year. I've seen firsthand how much work the programme leads Donna Rankine and Nishad Karim have put in and perhaps more importantly, the significant impact it has had on life at Rockmount. It's been great seeing all the various initiatives being rolled out and I'm excited to see how we can now support other local schools in the area with developing a wellbeing agenda.



**Name:** Donald Hamilton  
**Occupation:**  
**Interim Head of Finance**  
**(A senior executive with over 20 years of experience in the education, charity and financial service industry)**  
**Years on the Governing Body:**  
**Since April 2017**  
**Roles and Responsibilities:** **Finance**

My work this year: Newly joined?



**Name:** Fabrizio Melis  
**Occupation:** **Chief Commercial Officer**  
**Years on the Governing Body:** **3**  
**Roles and Responsibilities:**  
**Pupil Premium and Looked After Children**

These are some of the areas I looked after this year:  
 Review the number of LAC, performance and training available to teachers and governors.  
 Behaviour and attendance of LAC including social and emotional development  
 Progress compared to their peers and national benchmarks



**Name:** Daniel Dyer  
**Years on the Governing Body:** Nearly 8.  
**Role:** Vice Chair of the Governing Body and Co-Safeguarding lead.  
**Responsibilities:** As vice chair I support the chair with any emerging issues, for example in developing our relationships with Downsview and Elmwood and also the annual headteacher performance review. The safeguarding role is one I have recently taken on with another governor. The role is to ensure that the school fulfils its duties in relation to keeping your children safe. In

order to do this I have had to attend number of different courses to learn the role.  
**Occupation:** Civil Servant  
**Highlight of the year:** From the school's perspective it was the school obtaining the wellbeing award, which is the culmination of years of hard work by a large number of people. From a personal perspective it was finishing the London Landmarks Half Marathon in 2 hours and 9 minutes, which was 30 minutes quicker than last year.



**Physical Education at Rockmount Primary School is built on the foundations of promoting healthy living through offering a wide variety of sports to keep children active.**

Rockmount received Silver Status in the School Games Mark for 2017/18 due to our continued commitment to offering an active lifestyle for children to participate in. We continue to offer a wide variety of sports skills for the children to take part in through our diverse curriculum, these include; gymnastics, tennis, basketball, football and swimming lessons for Years 4,5 and 6 at Thornton Heath Leisure Centre.

#### **Focus on fitness**

The new Ofsted Framework for September 2019 will continue to focus on the importance of children's

karate, judo, dance and multi-skills. These are all run by trained professionals who provide them with the best skills for the sport.

#### **New skills and thrills**

Through the Croydon Schools Sports Partnership, our children have been able to participate in exciting intra-school competitions. Kwik Cricket, Quick Sticks Hockey, Handball and Tag Rugby are just a few of the events that our children have participated in where they get to experience the thrill of playing against other schools but also compete for a sport they may have little experience of. This year our Kwik Cricket team made it to the semi-finals after never playing together before - a fantastic, well-deserved achievement!



# GET SET...

physical fitness and core sporting skills, however there will be a shift to ensure that schools educate children on how to keep physically and mentally healthy and how to maintain an active lifestyle. With our continued focus on wellbeing, this year we have educated children on how physical education supports their wellbeing through organisations like Skip2BFit, The Children's Yoga Tree for Year 1 and the Foundation Stage, Dance Therapy for KS2, the daily mile during Mental Health Week, Go Noodle for daily indoor PE and mindfulness and lastly, taster sessions where children can try new sports like tennis and break dancing.

#### **Fit for purpose**

Through our sports funding, we have bought brand new playground equipment to encourage our children to keep active during break times, replaced old equipment, written rules for playground games for the children to play at break times, trained staff on the link between physical education and wellbeing and much more (full breakdown can be found in the PE funding statement 2018/19). Rockmount offer a wide variety of extra-curricular sports clubs for children such as; football club,

#### **A new team addition**

Links with Premier League Primary Stars and Crystal Palace Football Club  
We still continue our relationship with Crystal Palace Football Club through the Premier League Primary Stars. We have a new qualified sports coach Charlotte, who we employ full time as a specialist to support children's learning. Charlotte is incredibly experienced and has been a coach for 10 years at both Chelsea Football Club and Crystal Palace. She provides high-quality skill-based teaching during physical education sessions supporting class teachers and at break and lunch times, she delivers a focus sport for each half term where the children will get to develop their skills, passion and experience of different sports.

Through this partnership, our LKS2 children (both boys and girls) had the chance to travel to Crystal Palace Football Club and play on the pitch! They participated in a range of football skill workshops and even got to play a match. A few of the highlights included: sitting in the manager and assistant manager's seats, being interviewed by the Palace for Life Foundation and meeting professional female players.

## Parent forum

**I have been part of the Parent forum since we were first formed in 2014. Firstly, as a representative for my son and daughter's classes and then for the past 2 years as the Chair person.**

#### **What is the parent forum?**

We are mostly made up of parents and carers of children attending Rockmount. We aim to have two representatives per year group and ideally one for each class. Members of the senior leadership team and a representative of the governing body also attend meetings which last about an hour, every half term. We have a range of Rockmount 'special guests' at our meetings. These have included sports coordinators from Croydon council, food nutritionists and Local members of the community who may offer an experience to benefit the school and our children.

#### **Our Aims**

The parent forum aims to represent the views of all parents and to be a voice to inform our school of the needs of children and families. It facilitates communication between parents/carers and staff and governors. The forum works to provide feedback on provision, offer a parent's perspective on current policy and practice and input into decision making and planning for future provision.

- To support and promote children's learning
- To help the school find out what parents and carers think about important issues
- To involve parents and carers actively in school decisions
- To support the school to develop and improve outcomes for our children

This year we have had the chance to taste the Pabulum food new menu ideas, keep the momentum of the Learning Kitchen going along with the RFC- which was originally brought to the Parents forum by Dan Hallas an agenda item in 2017 and a small working team was put together. We have also focused on the schools wellbeing policy and discussed Climate Change and how as the school community, we can help with the environmental issues we face today.

As my daughter progresses to Secondary school in September I am passing the baton on. I would like to take this opportunity to thank all the parents, staff and invited guests, many of them who work full time and give up their time to be part of this invaluable group.

New members are always very welcome.

Please contact the school for more information

**Sarah Bown (Parent Forum Chair)**



**Physically and mentally healthy children are more resilient. They tend to have better social skills, enjoy learning and attain better academic results. This belief is central to Rockmount's ethos and wholeheartedly supported by its Governors. We also believe that schools can play an important role in encouraging healthy lifestyles so that all children can fulfil their potential.**

Rockmount has always been at the forefront of championing children's wellbeing. This year, we are particularly proud to announce that Rockmount has been awarded the National Children's Bureau's

# WELLBEING

coveted Wellbeing Award for Schools in recognition of its efforts to embed an ethos of emotional wellbeing and positive mental health within the whole school community. The award builds on Rockmount's long-standing commitment to wellbeing as demonstrated by the school's London Healthy Schools Gold Award and Food Flagship status for successfully making healthy lifestyle choices an integral part of the curriculum.

## Wellbeing Awards for Schools

According to the Department of Education, pupil's emotional wellbeing at a young age can predict later academic progression and engagement in school.



When children receive support at an early age, they are also less likely to suffer from mental health difficulties in later life.

Over the past nineteen months the Wellbeing Team, led by Nishad Karim and Donna Rankine, have worked tirelessly to promote positive mental health throughout the school curriculum and to improve the emotional wellbeing of pupils, staff and the wider school community. The team's mental health awareness work

has done much to challenge the stigma surrounding mental health. Mental health needs are now identified early and appropriate support is provided. Provisions and interventions are carefully matched to the needs of the whole school community.

## Wellbeing Ambassadors

The views and opinions of Rockmount's pupils have been central to our thinking. The school appointed twelve Child Wellbeing Ambassadors to promote the importance of wellbeing and mental health throughout school. These ambassadors meet weekly to discuss ideas to improve the mental health and wellbeing

of all, especially their peers. As well as supporting their classes during Circle Times, the ambassadors sold wellbeing resources during Mental Health Week. During Healthy Eating Week, the ambassadors supported the whole school community to understand the importance of sleep whilst raising money for their own training by having a Pyjama Day.



## Wellbeing Areas

Quiet areas equipped with calming resources have been introduced in every classroom and also in After School Club. They provide a positive, safe place for children to take time out in order to regulate their emotions. We were delighted to have our wellbeing areas featured in YoungMind's 'Showcase your School.'

Staff have worked hard to ensure children feel comfortable talking about their emotions. Each week classes have a wellbeing circle time which focuses on exploring emotions and developing strategies to support them when they need it. Currently, we have a whole school focus on Resilience: the ability to bounce back/bounce forward through tough times. There are also opportunities for children to discuss concerns

anonymously as each class have their own Worry Monster or Concerns Box.

## Parent and Staff Training

Throughout the year, Rockmount has offered an exciting range of workshops aimed at providing parents with the knowledge, strategies and techniques to support family wellbeing. For instance, parents were invited to experience the well-documented physical and mental health benefits of yoga during classroom yoga sessions. Parents were also invited to attend a training delivered by Croydon's Health and Wellbeing Officer Zoe Barkham that focused on building resilience and growth mindset.

## Staff Wellbeing

A number of initiatives were also implemented to support staff. In the Autumn Term staff organised an afternoon tea affording them a welcome opportunity to reflect on their own wellbeing needs. A staff shout out board was installed in the staff room and is used to share positive comments and random acts of kindness. Staff were also given the opportunity to participate in yoga sessions which helped them to relax and learn stress reduction techniques. These sessions led to staff organising their own physical fitness clubs. Currently Rockmount have several staff members who walk



and run on a daily basis with groups they have formed.

Congratulations on the school's wonderful achievement of being one of the first schools nationwide to gain the Wellbeing Award for Schools. It is a truly impressive accolade and testament to the wellbeing team's hard work and the continuing high-quality focus on supporting the wellbeing of all members of the school community.

**On behalf of the Governing Board, thank you.**

# KEEPING BALANCED

**Here at Rockmount, teaching children the importance of having a healthy, balanced diet and lifestyle continues to be a priority, particularly alongside our focus on health and wellbeing.**

## Magic Breakfast

In the spring term we were introduced to a charity called the Magic Breakfast who have an aim to end hunger as a barrier to education in the UK for all children by providing breakfast at schools. With Rockmount's ongoing work around food poverty and as many as 1.8 million school age children at risk of hunger in the UK, we were keen to get involved.

Bagels are offered to every child as they enter the classroom at the start of the school day. We also offer gluten free bagels so everyone can join in with breakfast. The bagels are made to a special recipe, containing 25% whole wheat and fortified with vitamin D. They are also free from any artificial flavourings and preservatives.

Having bagels in class has become an important feature of the school day for many of our children who look forward to the social element of eating together. We have already noticed some of the benefits of offering breakfast in class such as children being able to discuss the impact of having breakfast on their mood.

## British Nutrition Foundation Healthy Eating Week

As we continue to promote the importance of healthy eating, we participated in the British Nutrition Foundation healthy eating week which ran from 10th June – 14th June. The week was all about raising awareness of how to eat more healthily and promoting the impact of a healthy lifestyle on our wellbeing. This year there were 5 challenges:

- Eat breakfast**
- Eat 5 a day**
- Drink plenty of water**
- Get active**
- Sleep well**

Each year group planned a range of exciting activities to complete the challenges. The activities ranged from cooking a healthy meal in class, eating a special lunch designed by Pabulum to coming to school in our pyjamas! We also invited the parents/carers in for a whole school breakfast in the playground so that they could celebrate the importance of breakfast with us.



**This year, along with the rest of the school, the Music department has been promoting positive mental health and emotional wellbeing through the Music curriculum.**

Children have been learning how to use music to support our emotions and aid our concentration and motivation. They have also been learning about and experiencing the numerous physical, emotional and academic benefits of singing and learning to play an instrument.

#### On the rise

At Rockmount, we believe it is important for all children to benefit from the experience of learning an instrument, with whole class tuition on percussion, recorders and ukuleles plus smaller group work playing together as a 'band' on guitars, keyboards, drum-kit and electric bass. We also provide lots of opportunities for our children to learn to play additional instruments (including singing) out of class. The number of children learning to play an instrument in school

## Motivating music



has continued to rise this year. We now have well over 140 children learning an additional instrument in school. The instrumentalists are not only clearly enjoying their lessons, but also achieving high standards with numerous practical music exams and medals achieved this year. Rocksteady (where groups of children are taught together as a 'rock band') has been offered in school for three years and has now become so popular that we have had to extend our provision to a whole day of tuition. The extra-curricular music groups are also continuing to thrive with our two proficient choirs that can confidently sing in harmony, a growing school orchestra, funky samba band, recorder and keyboard clubs.

#### Inspiring partnership

We are now in our second year of working as a partner school with the internationally acclaimed orchestra, The London Mozart Players (LMP). Working closely with the LMP has helped expose more of our children to the delights of orchestral music. Throughout the year, the

LMP has helped provide opportunities for our children to go to their concerts. In January, they generously donated tickets for Rockmount children to attend a workshop and performance by the virtuoso clarinetist Michael Collins. His performance of Mozart's clarinet concerto, with the London Mozart Players (LMP), actually inspired some of the children to join our school orchestra. For the second year running the London Mozart Players selected Rockmount as the school choir to perform a song composed especially for their Christmas concert. Our orchestra, along with Cypress School Orchestra, also performed two pieces at the Christmas concert and even got to play some well-known Christmas songs alongside the LMP. In March, the orchestra was once again invited to play alongside the London Mozart Players at their performance of 'Carnival of the Animals & Peter and the Wolf' in St John's. We are very grateful to the LMP for all their support and in particular, LMP violist, Mickey Posner, for continuing to work with our orchestra, which has really grown in both size and confidence this year.

#### Memorable performances

As always, there have been lots of fantastic musical events and activities throughout the school year. Some of the highlights from this year have been the Christmas

concerts, Year 6 Carol Singing, the Year 2 Christmas show, Rockmount Choir and Orchestra performances with the LMP, termly Rocksteady concerts, and Rockmount Upper Junior Choir performing in the CSMA (Croydon School Music Association) Junior Choir Concert at Trinity School. We also already have some exciting musical events booked in for next year, with the Upper Junior Choir invited to perform with the CSMA Junior choir for the reopening of Fairfield Halls and an invitation for the orchestra and choir to perform at the LMP Christmas Concert at St John's in December.

We will once again be ending the year with the Year 6 leavers' show and 'The Rockmount Proms', a series of summer concerts showcasing our Rockmount musicians. We are very proud of our Rockmount musicians and try to share their performances with you as much as possible. Please do check out the Music curriculum page on the school website with links to films and audio of our children performing.

# RFC

#### Who are Rockmount Friends and Community?

If you have ever attended or helped out at a school fair, baked or bought cakes at one of our cake sales, sourced raffle prizes, bought raffle tickets, donated clothes and food during textile and foodbank weeks, then you are RFC.

RFC exists to advance the education and wellbeing of pupils at Rockmount School and local community. We do this by encouraging and fostering parent/carer participation in the life of the School. We develop, and engage in activities and the provision of facilities or equipment, which support the school and advance the wellbeing of the pupils.

#### This year we were very pleased to announce RFC received Charity Status.

We are excited to explore the opportunities charitable status gives us. First and foremost, this public recognition will help us develop and deliver more projects by opening up alternative sources of fundraising. Charitable status will also allow RFC to claim Gift Aid on donations from individual taxpayers.

The Charity is led by 7 trustees who are parents and carers of children at the school, and is governed by the RFC Constitution. Our trustees are:

**Corrie Thom** – Chair

**Jo Hunt** – Secretary

**Ana de Miguel** – Treasurer

**Alice Attard** – Trustee

**Charlotte Taylor-Page** – Trustee

**Rafael Peinador** – Trustee,

**Katie Wrigley** – Trustee.

I would like to thank all our Trustees for their hard work this year.



#### Our Fundraising

We run a wide range of fundraising events including our Summer and Winter Fairs and our Cake Sales at the end of each term. Our Fairs are run entirely by Parents and need around 50 volunteers to make it happen. Thank you to everyone who gave their time to these events. In particular, Jane Campbell for her hard work in

getting our amazing Raffle prizes and Eve Lambah for organising our Cake Sales.

Thank you to Nicky Fairclough for continuing to organise our clothes & textile collection for MIND charity.

This year we also introduced an Artisan Bread sale thanks to Mel Taylor. By taking surplus bread from a local bakery otherwise destined for the incinerator, we were able to sell a huge variety of delicious bread at affordable prices.

A big thank you to Veryan Wilkie-Jones and team for organising another fantastic Quiz Night at Green & Browns. Hosted by Colin Wilkie-Jones and Quizmaster Mr Haines, with delicious food by Veryan and Mel Taylor. This year we hosted our first School Disco for Years 5 and 6. Responses from the Children have been extremely positive. We hope to do more next year.

#### Our Projects,

This year RFC continue to support the Learning Kitchen Project and have raised over £2000 for kitchen equipment and facilities. We have made a commitment to provide resources for the Learning Pods and edible garden.

You may have noticed work taking place in the School garden area. RFC has been working with Mr Ricketts to help prepare the old pond area for redevelopment. RFC



organised a Garden Clearance Day on the 23rd March. A huge thank you to all the parents who gave their time and energy to help clear out the pond. We hope to continue to work with the school on the future of the new wildlife area.

We are also in the process of renovating the Friendship Bench in the playground. A place for children to go and make new friends.

'The Best Way to Make a Friend, is to Be One'

Thank you to Sally Moore for helping to get this project off the ground.

#### Get Involved

Everyone's input is very welcome! Being an RFC committee member is a great way to get to know more about the school and the people who make it such a great place for our children to be. If you have a specific question, or want to share your ideas, the best way to communicate is to either join us at one of our meetings or email us at [rfc.charity@gmail.com](mailto:rfc.charity@gmail.com)

The RFC Facebook page is an open forum used to communicate to the school community as well as supporting the work of the RFC. It's the go-to place to see what we are up to. [www.facebook.com/groups/RockmountFC](https://www.facebook.com/groups/RockmountFC). RFC will post forthcoming activities on this page. We often send out texts from the school informing parents and carers of events and meetings, and as a way of calling out for volunteers.

Working together we can achieve a lot!





**Name:**  
**Connor Skillen**  
**Class: Amethyst**  
**Subject specialism: Maths**

**What made you apply to teach at Rockmount?**

I was lucky enough to join Rockmount this year after completing a placement with the school back in 2015 as part of my teacher training. I really enjoyed my placement and was determined to come back if I could!

**What were your first impressions on your first day?**

Rockmount has a really unique ethos which is all about putting children at the heart of everything we do. I felt that very clearly when I was on my placement and I recognised it again the moment I stepped through the door when I came back last year.

**How did your first few weeks at Rockmount compare to other schools you've worked at?**  
**Are there any moments that particularly stand out?**

My first impressions were really positive and, as a former student teacher of the school, it was a very welcoming experience for me, I felt very supported from the start.

**What have been some of your highlights from your first year at the school?**

My first year at Rockmount has flown by, I've really enjoyed watching the children grow in confidence. My personal highlight of the year was the introduction of Big Maths – the children have responded so positively to the 'new way' of doing maths and the progress they've made has blown me away. They are really becoming confident mathematicians with a real passion and love for maths.

**Name:**  
**Daniel Ricketts**  
**Class: Crystal**  
**Subject Specialism: Outdoor Learning**

**What made you apply to teach at Rockmount?**

I'd heard great things about Rockmount's whole school ethos and Helen and Tracey's approach to school life in particular. When I came to the interview, Tracey and Helen made me feel at home immediately and the children and staff that I met were all very welcoming.

**How did your first few weeks at Rockmount compare to other schools you've worked at?**

I was at my previous school for 15 years and when I left I felt I'd never find another school where I felt so at home. However since coming to Rockmount I have to admit I've been proved wrong! The staff, children and parents have all made it so easy to settle into the school, I felt at home from the start.

**What have been some of your highlights from your first year (almost!) at the school?**

My class have been a major highlight of the year. The way they've made me feel welcome, the work they've produced, the fun we've had and most importantly the brilliant comments we've had from people when we've been out of school have made me feel so, so proud of them. I've also loved working on the school garden, both with Jane, our gardener, and with the wonderful parents and children who gave up a Saturday to come in and help clear the garden area – the team spirit was incredible!

**Name:**  
**Amy Carvall**  
**Class: Tanzanite**

**What made you apply to teach at Rockmount?**

I applied to teach at Rockmount Primary simply for its ethos, "All can achieve everything". A simple phrase that really captures the spirit and essence of the school.

**What were your impressions on your first day?**

I remember my first tour around the school like it was yesterday, I remember thinking to myself: "What a huge outdoor space! There are chickens!" As a teacher, you see it all and the ideas start flowing! Having the 'meet the teacher' day back in July helped me get to know the children before I officially started in September. I also remember feeling really supported as other members of staff popped their heads round my door to see how I was getting on throughout the day.

**What have been your highlights from your first year at the school?**

What a year! One of my favourite memories definitely has to be our trip to the V&A Museum of childhood. The children were fascinated by all the different toys from the past, particularly compared to what they have today. We also got to make a doll from a wooden clothes peg as part of our 'toy workshop' at the museum – such a simple idea which completely captured the children's attention.

**Name:**  
**Grace Dawson**  
**Class: Jet Class**  
**Subject specialism: PE**

**What made you apply to teach at Rockmount?**

I applied to teach at Rockmount for a variety of reasons but I think it was the ethos that really resonated with me: to provide an inclusive and creative community where all can achieve. From the online research I did about the school, I got the impression of a wholesome, welcoming and nurturing school community that focuses on a well-rounded education.

**What were your first impressions on your first day?**

Everyone was kind and welcoming and it was very well organised. I don't remember having to panic!

**How did your first few weeks at Rockmount compare to other schools you've worked at?**

I have only worked at one other school, however from day one at Rockmount, expectations and routines were made clear from the outset. I didn't feel 'left in the dark' and we had a number of briefings as new members which really helped. Everyone had a willingness to help, and any questions or concerns were quickly solved and answered.

**What have been some of your highlights from your first year (almost!) at the school?**

Being given the opportunity to lead PE (incl. planning sports day) and applying for the School Games Mark has been a great experience. It's been brilliant being able to come up with my own ideas knowing I've had the support of more experienced teachers around me. I also really valued being able to join the Change Team from my first day at the school – a cause I feel so passionate about! With this role, I planned Children's Mental Health week, led meetings with the ambassadors, helped to run events and achieve the Wellbeing award!

**Name:**  
**Lauren Fuller**  
**Class: Onyx**  
**Subject specialism: Maths**

**What made you apply to teach at Rockmount?**

I was keen to move to a school that was nearer home. When I came for my interview, Helen and Tracey made a real effort to show me around the school. Straight away, I could feel that there was a buzz about the place and the love of learning was apparent in every classroom I peeked into.

**What were your first impressions on your first day?**

My lasting memory of the first day was that the staff were incredibly friendly and people were going out of their way to make sure that I had everything I needed. I was very well looked after and this has continued throughout the year.

**How did your first few weeks at Rockmount compare to other schools you've worked at?**

I definitely felt very well supported during the first few weeks of being at Rockmount. The emphasis placed on staff wellbeing here is strong which has not always been my experience in previous places I have worked. I find everyone who works here to be very approachable including Helen and Tracey which, again, hasn't always been the case in previous jobs.

**What have been some of your highlights from your first year at the school?**

I've really enjoyed getting to know everyone here but particularly the children in my class. It has been lovely to watch them grow and mature over the course of the year. They truly love learning which makes my job a delight. It has also been wonderful to have become so involved with maths at Rockmount. Maths is my passion and I really hope I get to continue to drive the subject forward over the next year or two.

**Name:**  
**Rose Banks**  
**Class: Ruby**

**What made you apply to teach at Rockmount?**

A couple of things really stood out – it's very much a local school that's part of the community and that's something that's really important to me. It's also very focussed on child-centred learning. Finally I love that Rockmount really cares about health and wellbeing.

**What were your first impressions on your first day?**

It thought it was a very friendly school with a huge range of activities for the children to enjoy their learning. All staff were kind and friendly!

**How did your first few weeks at Rockmount compare to other schools you've worked at?**

Are there any moments that particularly stand out? Focus on children enjoying their learning, lots of resources for the children to use and enjoy. In EYFS focus on free-flow more than other school's I have seen. Doesn't feel like a school in which you are teaching to the exam, feels like a school where the children's needs come first.

**What have been some of your highlights from your first year at the school?**

The Christmas show was great, really good fun for the staff and the children. Seeing my own progression as an early years educator and seeing how well the children have developed in their learning and writing etc. It's been a lovely year and I'm looking forward to another!

# Meet the teachers



When I took the task of writing about the food poverty project, I had no idea like many more others am sure that there are children living in London going to bed hungry not captured by state benefits or assigned a social worker.

# FOOD Project

On May 7th I set off to Rockmount primary school to meet some of the most intelligent and vibrant 10/11 years old I have ever met. I interviewed what I now call the “fantastic five” five pupils that visited Westminster for the launch of the Children Right to Food with the ambassador Dame Emma Thompson which calls for an independent Food Watch Dog to lead the charge of food insecurity in the UK.

I feel the need to provide some background just to emphasis the seriousness of food poverty for the likes of me is necessary. The children’s food enquiry report brings together direct input of hundreds of young people and much more.

There are confessions of kids that have shoplifted for food, scavenged for food from bins or sold drugs just to get a meal...

For further information about the enquiry please access the below link.

[www.hospitalityandcateringnews.com2019/04/emma-thompson-tackles-government-on-childrens-food-poverty-today-at-westminster/](http://www.hospitalityandcateringnews.com2019/04/emma-thompson-tackles-government-on-childrens-food-poverty-today-at-westminster/)

This report was presented by young ambassadors alongside Dame Emma Thompson.

When I interviewed the kids, I saw compassion, empathy and enthusiasm to make a positive future change in their society. Through research and then developing their confidence they were able to challenge those in power to think outside the box. They made a difference through using the right platform which is amazing.

Below is a snippet of what they had to say:

**ALISON – 10 years old**

**The visit to Westminster I was nervous at first, there was a panel of 250 people but I got my confidence.**

**NAZEESHA – 11 years old**

**Went on to make a movie about food poverty and it was aired on TV as people need to know that kids are going to bed hungry and there are kids with low self-esteem because they are hungry and these are my classmates. I suggested an anonymous food bank in schools where kids to get food unknown to anyone to avoid being bullied.**

**ISAAC – 10 years old**

**I was nervous just before the launch, it was a room filled with politicians. But I felt happy to be with all the kids that were informing the politicians about food poverty and that they need to do something about it.**

**JANAN – 11 years old**

**I told the politicians why the toys in happy meals and not with vegetables are when we are trying to discourage unhealthy eating and this was tweeted over 600 times.**

**Almost 60% of kids in their last year of primary school will be obese. I met ministers and ambassadors from worldwide at the enquiry. They know about food poverty but are not doing anything.**

**NIEDJENI – 11 years old**

**I found the whole experience exciting, making a difference in the UK and the world. I enjoyed going to the House of Commons, they had fancy microphones and bottle water. We were able to share our thoughts on how every child has a right to food.**

We really should be so proud!!!

Thanks so much to Annette Schembri for the connection to the charity and for mentoring the kids to participate in a project that was primarily done by 16/17 year olds. Our fantastic five made history and it is just the beginning for them!!!



# Class year highlights

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## Nursery

Silver Class have enjoyed a great year, into school life and making new friends. They have been learning about the importance of sharing and taking turns; finding out what it is like to become more confident in new situations; learning new routines and learning to talk to their friends about what they have been doing.

We had fun using our imaginations when playing in the role play areas, especially when we travelled to different parts of the world by aeroplane! Our role play area was Silver Airlines and we took turns to be the pilot flying to different countries around the world. We looked at the world map to find out where we travelled to and where we would like to go in the future.

We also had a fantastic half term learning about dinosaurs. We found some dinosaur eggs in our Dinosaur Den role play area, which then hatched! We worked very hard as paleontologists, finding dinosaur fossils and bones.

We have enjoyed learning through our play based activities, inside the classroom and outside. We have been mark making, counting, creating in our creative workshop and enjoying stories in our quiet reading room, to name but a few.

To end the year, we had a lovely time visiting Barnardo's Triangle soft play area.



## Reception

**Super worm Trip**

Reception had a wonderful time at Crystal Palace Park learning about insects in their natural habitat. They created their very own fantastic and imaginative Superworm Wonderlands, inspired by the story 'Superworm' by Julia Donaldson. The session helped to foster their natural curiosity of the world around them. In school, the children continued to develop their imaginative small world play through and create short stories.

**Fire Engine Visit**

The children were amazed to see the Firefighters and the Fire Engine in action in the school playground. The children asked many inquisitive questions supported by their knowledge of people in the community who help us. The Firefighters even turned the sirens on as they left!

**Planting**

Throughout the year, the children have been planting various bulbs and seeds with our Gardener Jane. Most recently, the children replanted Nasturtium seedlings into the Edible Playground beds and are looking after them in preparation for harvesting the edible flowers in the summer term. They are looking forward to trying them in salads and sandwiches.







## YEAR 2

Year 2 enjoyed a surprise workshop, which supported their learning on reptiles. They had real hands on experience of the reptiles by holding, stroking and some talking to the animals. As you can imagine, this was a challenge for some children who really had to face any fears and build up the courage to be so close to reptiles they had only seen on TV or books. They were able to use this excitement and new knowledge as an exciting start to their topic.

Imagining what life was like in the past can be difficult at times but Year 2 were able to visit London Transport museum to get the real experience of what transport was like in the past. They were guided around the museum as they travelled through the ages discovering the differences between types of vehicles and how people travelled.

### **Little Angel Gets her wings**

Year 2 put on a spectacular performance during the festive season with their performance of 'Little Angels gets her Wings'. The children worked hard to learn new songs and practice their lines. Children, staff and parents worked together to ensure that all the children were able to show their talents

Picture required

## YEAR 3

Our year three pupils have had an awesome experience over this last year. Emerald and Garnet class have had an enjoyable time filled with many exciting activities. In the Autumn term they learnt about dinosaurs and wrote their own dinosaur adventure stories. This learning was then reinforced further when they got the opportunity to visit the Natural History Museum. The pupils were enthused by the many displays which focussed on dinosaurs and the evolution of man. A visit to Crystal Palace Park in collaboration with Wide Horizons enabled us to link our learning about dinosaurs with the local history of the park dinosaur models.

Following on from their topic dinosaurs, year three then studied volcanoes in the 2nd half of the Autumn term. The pupils completed volcano poems and stories as part of their core text, 'Escape From Pompeii.' The children were very excited to build model volcanoes and were even more excited to explode them!

Our year 3's continued their learning as they focussed on the weather as their spring 1 topic followed by the Stone-age in Spring 2. Our pupils took the opportunity to learn about bar graphs when we researched various weather and climates around the world. The Wind In The Willows proved to be a wonderful stimulus for writing a newspaper report about the infamous Mister Toad. It was with much anticipation in Spring two that year three embarked on the topic of the Stone-Age. The highlight was our visit from the stone-age family who shared with us their very different way of life. Pupils wrote adventure stories based on the core text Stone-age Boy with some real inside knowledge. A fire building session in Crystal Palace Park added some first- hand experience on what life was like.

We moved a few thousand years through time with our next topic based in ancient Greece. We learnt about the many innovations that are still relevant to the children today. As part of our healthy school's curriculum our pupils got the opportunity to make their own Greek salads which proved to be very tasty.



## YEAR 4

Year 4 focused on a topic, 'Antarctic Adventure' by studying the breath-taking, perilous expeditions of Ernest Shackleton and Captain Scott. This culminated in a visit to Dulwich College, where the children got to see 'The James Caird'. This piece of history was the vessel which helped Shackleton and his crew sail to safety in South Georgia. With their imaginations alive, the children wrote their own gripping Antarctic rescue missions. Cues-Ed As part of our whole-school commitment to wellbeing, Year 4 took part in learning all about our amazing brains with the brilliant Cues-Ed. Each week, the children learned more about how to manage their feelings and emotions, whilst adopting new vocabulary such as 'thinking traps'. This culminated in a Cues-Ed showcase to parents, demonstrating some of the fantastic work and learning they have done over the sessions.



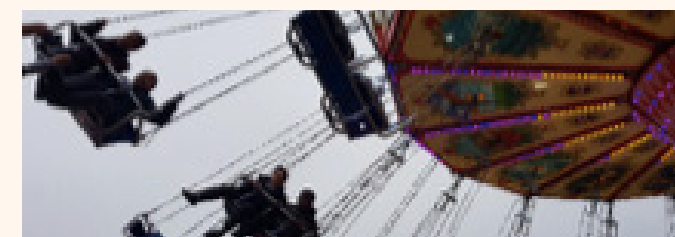
## YEAR 5

### **Fun Fair Physics**

At the end of the spring term, Year 5 had the opportunity to attend an exclusive, first of its kind, outdoor learning session at the Crystal Palace Funfair run by Adventure Learning. The children explored the use of physics on five rides. The children really enjoyed the experience and were congratulated by the organisers of the activity on their conduct throughout the session.

### **Horniman Museum**

During the spring term the children studied Ancient Benin and Ancient Egypt. To deepen their knowledge on the subjects, Year 5 went on a trip to the Horniman Museum, where they were able to observe some of the artefacts from these kingdoms. They also experienced workshops around both kingdoms where they were able to handle actual relics from each of these periods in time.



## YEAR 6

In Year 6 we have covered a range of history and geography topics over the year starting with the Victorians, where we immersed ourselves in how they lived their lives and the amazing inventions that were made during the Victorian times. We supported our topic by reading 'Street Child' and 'Oliver Twist', to help the children understand what life was like for a Victorian Child and support their writing. We had a visit from a theatre group who conducted four different workshops – we had a very different school day living as Victorians!

We covered the gruesome topic of Crime and Punishment through the ages, which was favourite amongst the children! Looking at how punishment has evolved over the year. We visited the London Dungeons, which was an exciting and thrilling day for everyone, learning about the history of Crime and Punishment in the UK.

Year six pupils have enjoyed many other special experiences this year, including a visit from a group called Rap Therapy, who taught the children to express themselves through music which tied in nicely with our whole school focus on well-being.

We visited the Isle of Wight this year for the School Journey with the year 6 children, which involved lots of exciting activities for the children to take part in with their peers. Finally, we visited Chessington World of Adventures, to link in with our topic based around theme parks. We carried out an investigation after SATs and the children designed and built their own theme park and went on to make their own fairground ride in class.

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**Rockmount Children's Club now supports more of our families before and after school than ever before.** Demand for places remains high and the staff team have worked hard to expand capacity to cater for around 70 pupils at the Breakfast Club and around 100 pupils at the After School Club each day.

Our healthy breakfasts have been planned to ensure that they are nutritious and balanced. The children can choose from a range of breakfast cereals, seasonal fruits, fruit yogurts, bagels and toast. When the children have ordered their breakfast, they can enjoy a range of activities, including board games and art and craft activities. The Breakfast Club provides a positive effect on the children's concentration and performance throughout the day.

The After School Club starts at the end of the school day and begins with a story or circle time when the choices of activities are shared. There are a variety of activities, including art and crafts, cooking, board games, construction games, table football, a pool table as well as sports equipment outside and bicycles. Our professionally trained chef, Hussein, also ensures that the children enjoy a hot, nutritious meal before the end of the session. These varied activities, mean that pupils can be reluctant to leave at the end of the day!

# ROCKMOUNT CHILDREN'S CLUB

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