

report 2021



Rockmount Primary School Governors' Review

Welcome to our 2021 governors' newsletter. I hope you enjoy it and that it captures something of the enthusiasm, resilience, and creativity of the past year at Rockmount.

Our review reflects on the challenges faced by our community and the wider world over the last 18 months. Rockmount's response to the Covid-19 pandemic, and the impact of movements for racial and gender equality, have shown us that our strength lies in our diversity and inclusivity. I am proud that we

I also want to thank you for keeping yourselves, each other and the school safe. Our thoughts go out to those of you who have lost loved ones and who have faced challenges over the last year. We will continue to offer our support to you all and have been overwhelmed by the care you have shown to others within and outside our community.

I hope you will join me in thanking all the school staff, who have worked so hard, with you, to ensure we continue to offer the highest-quality



Welcome

continue to build a community in which we can all be heard, in which we listen with respect and in the spirit of friendship.

We therefore look forward to a new start in September with hope, continuing the Rockmount ethos that "All Can Achieve", regardless of circumstances.

It has been so exciting to see you all returning to the school and we are delighted to see classrooms and corridors full of the energy that makes Rockmount such a wonderful place to be. While your homes have been the classrooms and playground, the website has offered an inspiring place to see how resourceful you have all been. Our community cannot thank you enough for the contributions you have all made to keeping Rockmount thriving.

teaching and learning. They have also continued to help children grow as young people, ensuring our community is safe and supported along the way.

Over the last 12 years as a governor, I have been fortunate to see so many young people thrive, moving on to the next phase of their lives with confidence, lifelong skills and lasting friendships. I am delighted to be handing over to the new Chair, Emma James, who I know will bring so much to the role.

On behalf of the governing board, I want to thank you all for your hard work and commitment and, finally, "to wish you a happy, healthy new school year."

Kevin Gray
Chair of Governors



The past eighteen months have certainly posed many challenges for us all, with pupils, families and staff encountering new and unexpected problems. Rockmount's resilience and community spirit have really shone through, supporting everyone to manage the situation as well as possible.

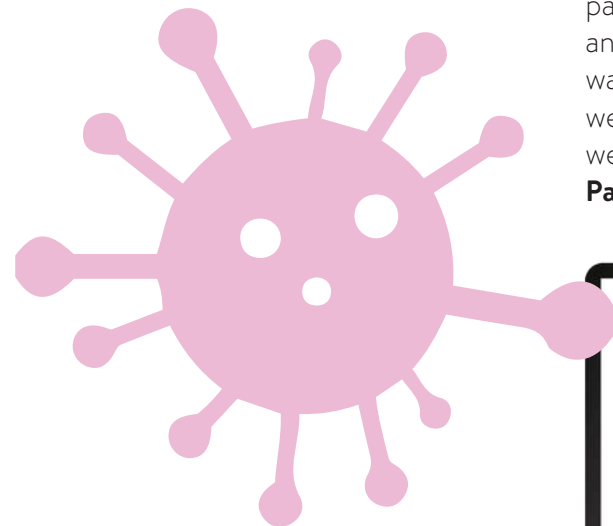
At the start of 2020, who would have thought that staff would be teaching remotely and many parents and carers would be sharing lessons alongside their children in their own homes? The Key Worker provision in school provided many children with consistent teaching as well as opportunities to mix in different social groups as they experienced a range of activities and new ways of learning. We've all developed so many new skills over the last year in order to make this possible, and will continue to enrich our teaching and learning as we move ahead. We have been

particularly impressed with how well the children have adapted to the blend of remote- and classroom-based education.

Maintaining the welfare of all our families throughout the pandemic has been a priority. We were particularly pleased that individuals felt able to come forward and ask for help, and that the whole school community responded so supportively with practical and moral support – all of which was gratefully received.

On a personal note, we would like to thank everyone for their unwavering support throughout the pandemic. We cannot express how much we have appreciated this and how deeply we value the Rockmount Community.

**Helen Carvall and
Tracey Langridge**
Co Headteachers



The pandemic has understandably been challenging and disruptive - and the leadership and teachers at Rockmount have therefore gone to great lengths to support our children throughout this time. We have particularly welcomed the proactive communications to parents and the way that we've been involved and informed about decisions in a very timely way. The shift to online lessons was handled really well and the support from teachers for children's wellbeing has been vital.

Parent - Pete Moorey (Year 6)



It felt weird staying at home during lockdown. It was quite a scary time as well, wondering whether anyone would have the virus or not. For a couple of months, we had no google Classroom, nor did we even know what it was at the time! I went to school during lockdown and our teacher was Mr. Haines: he was quite funny and we did a little work, but also lots of sports in the classroom to keep us fit during those times.

Once lockdown was over, I was so happy to be back at school because being stuck at home all the time, not really being able to go outside, it felt quite depressing really.

Lily, Year 5



Governing during multiple lockdowns has been different, changing how the board operates, with all meetings and "visits" virtual. Although we have not been able to visit the school in person this year, I've been continually inspired by the resilience and dedication of staff and pupils at Rockmount. In one of our online meetings, we had the pleasure of seeing students' work on Google Classroom, and it's been very positive hearing about the progress pupils have been able to make.

Rebecca Hill, Governor

It has been a year and half of a mixture of feelings.

It has been teaching us a lot about the world around us.

It has shown us that we are all unique and very beautiful.

To try to see the good in every way possible.

We truly believe that better days are on the way.

Parent - Claudia Almeida (Reception and Y4)



reflections

With SATs cancelled in both 2020 and 2021, tracking students' learning has been a challenge for schools nationally over the last year. Rockmount has prioritised the safety and wellbeing of all its children and their families, but staff have also been working hard to reduce the impact of lockdown on learning. See how over the next few pages...

Welfare Support during Lockdown 2020/21

Welfare support for the school community was – and still is – a crucial area of focus during the pandemic. Annette Schembri, Learning Mentor and Designated Safeguarding Leader, co-ordinated the school welfare response. Families were encouraged to respond to school offers of help and support; this became increasingly valued as the lockdown periods extended.

Daily contact was made with identified families throughout the lockdown periods. From this we were able to gather information on the various types of help and support needed: financial support; food, clothes and specific items; sometimes just a friendly conversation or listening ear.

We contacted local charities as well as Croydon Council to make links and seek support. We have been collecting food and household items from The Felix Project for the past year. This has been used to make weekly food packs supplemented with the donations from our own school community. These have been very gratefully

received by over fifty families. Supermarket vouchers were also provided for eligible families and food banks were contacted where needed.

During the Easter break, over one hundred food and activity packs were put together by staff. These included recipes with the appropriate ingredients for family meals, art and craft activities and suggested games.

Many referrals were also made for emotional and mental health support to Early Help and CAMHS. We are very fortunate to have engaged with Croydon Mental Health Support Team, and their Trailblazer practitioners continue to provide valuable bespoke advice and support for individual pupils and their families.

Health and Safety

Although managing risks during a pandemic has presented us with challenges, it has also provided great opportunities to develop robust systems that keep us all safe. Our risk assessments and protocols are devised using the most up-to-date guidance from the DfE and local authority, and

offer comprehensive advice to all stakeholders on Covid-19 management around the school. These are kept under regular review and updated as necessary.

During times of partial closure, premises health and safety (H&S) and maintenance has been a priority. Throughout the year, the site manager and senior leaders have continued H&S routines with daily checks and walks, and termly fire safety evacuations. We have also ensured compliance with our statutory inspection programme and continued to convene our half-termly H&S Committee in order to review procedures and seek the views of staff and pupils, as well as keep everyone informed on H&S measures around the school.

We have successfully planned and completed a number of building projects and improvements that could normally only be undertaken during the summer break. These include: refurbishment of the KS2 toilets/changing-room area, redecoration of shared learning spaces and staff PPA room, maintenance of and improvements to outside learning equipment and spaces.

Catch-up

Following the COVID-19 pandemic and subsequent closure of schools, the government issued an amount of catch-up funding to all schools to support with closing gaps in learning. The amount of funding allocated is based on pupil numbers and is paid over two financial years. Here at Rockmount, we have used this funding in various ways to support pupils to catch up on lost teaching. A large proportion of the funding has been used to increase teacher and teaching assistant hours, in order to provide opportunities for 'Quality First Teaching' in smaller class groups and to provide small-group or one-to-one interventions.

The school has also paid for subscriptions to Bug Club, an online reading programme for school and home learning, and Spelling Shed, an online, structured spelling programme that teachers can use in school for years 2-6 and which can also be accessed at home by the children as part of their homework. A yearly subscription to SPAG.com, which is designed to support spelling, punctuation and grammar across key stage two, has also been purchased.

Another focus has been the planning of high-quality staff

professional development to ensure that teachers are best equipped to identify needs and plan in line with this. Staff members have attended reading fluency training and comprehensive training to deliver the early years NELI (Nuffield Early Language Intervention) programme. In addition, all staff have received professional development in relation to the PSHE Association programme for schools to support with mental health and wellbeing.

Adapting and futureproofing education

Over the last year, Covid-19 has dramatically changed the way that we teach in the classroom. With the need to teach remotely online, we began the journey of researching the best digital platform for our school. After reviewing many of the learning resources available, we came to the decision that Google Classroom was a safe and secure learning environment that would seamlessly support the blended learning that was now a necessity. Rockmount staff have undergone hours of professional development to understand how best to use Google Classroom to support the learning of their class whilst maintaining a safe environment.

Google Classroom has enabled children to continue their learning this year. During periods of

lockdown, staff have been able to use the Google Meet tool on Google Classroom to continue delivering live lessons, and then to upload assignments to ensure children were able to develop their learning. Staff have been able to provide feedback to children on their learning and assess the progress that their class is making. Where individual children or classes have to self-isolate, Google Classroom continues to be a bridge between school and home learning.

While Home Learning has changed the way we work, staff have endeavoured to ensure that children can benefit from experiences similar to those which they would have enjoyed in school. Classes continued to celebrate national awareness days such as World Book Day and Children's Mental Health Week. Google Classroom has provided an innovative way for our pupils to learn with the use of technology. Staff have gained new ways of teaching and as we continue our online learning journey, we are now in a strong position to begin blending Google Classroom with our everyday teaching. This will ensure that any future need for learning to take place at home will be seamless, and that children and staff at Rockmount are well prepared to continue their learning online should the need arise.

New ways

Over the last year, Rockmount pupils have been engaged in a rich and comprehensive curriculum, deepening their understanding of the world around them. Whether on Google Classroom or through face-to-face learning, the children have developed knowledge, skills and the mindset to support them in becoming confident, lifelong learners.

Reading and writing have been a priority this year and a key driver for our curriculum. Teachers have used carefully selected, high-quality key texts, linked to other areas of the curriculum, to engage and motivate the children and inspire them with their writing. Our year 5 pupils were lucky enough to study Viking Boy by Tony Bradman, followed by a Zoom workshop with the author himself. The school community has also enjoyed the Little Pop-up Book Hut, which has been in situ for the summer term to promote a love of reading.

Through our topic-based curriculum, the children have developed skills and knowledge as well as curiosity, aspiration and a love of learning. This has been

achieved through well-balanced year-group curriculum coverage, and through visitors and special events throughout the year such as International Week, International Women's Day, Science Week, and a falconry visit, to name but a few. Spiritual, moral, social and cultural learning has been even more central to our school's curriculum in light of the pandemic. Through all learning, we have been committed



to celebrating our diversity as a community. Classes have benefited from inclusion and diversity circle time lessons, mindfulness sessions, and health and wellbeing activities.

Donna Rankine

new

curriculum

developments

International week

Held immediately after returning from another lockdown, International Week was perfectly timed as a school-wide learning activity which all children could take part in, not only learning about a new country, but also having the opportunity to share information with their classmates about their own cultures.



We organised an online sweepstake to announce which country each class would be learning about. You could clearly see and hear the excitement from the children when their class name and country was picked; they were clearly looking forward to the learning!

One highlight of the week was the clear evidence of cross-curricular learning: children were not just researching their chosen country online. They learnt about these different cultures through: cooking the local food using our outdoor learning space; learning a traditional dance; learning words and phrases in the local language or playing games children in that country play. One class even held an online interview with a parent from their chosen country.

The week ended with the children wearing traditional dress from their own culture or clothes that they felt represented them. The playground and classrooms were a rainbow of colours: a true testament to Rockmount's diversity.

Focus on PSHE/RSE

At Rockmount, personal, social, health and economic (PSHE) education is embedded in our curriculum, with pupils' spiritual, moral, social and cultural (SMSC) development at the heart of our school ethos. British Values are promoted through PSHE by supporting our children to become healthy and responsible members



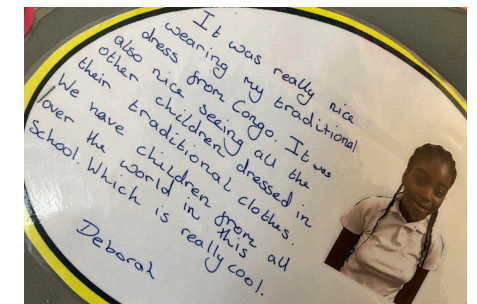
of society, as well as preparing them for life in modern Britain. During PSHE sessions children are encouraged to both ask and answer questions, to deepen their knowledge and understanding of the world around them.

Whilst there has been much attention drawn to the new statutory Relationship and Sex Education (RSE) requirements, Rockmount has always incorporated these elements into the curriculum. Please see the RSE Policy on the school website for a detailed breakdown of curriculum coverage.

Governor's perspective

As link governor for humanities, meeting with Kofi Ampofo (Rockmount's humanities lead) has helped me to follow the school's journey towards one of our development targets for the year: to provide an engaging and high-quality fully inclusive curriculum across the school.

It's evident that the Rockmount



community – staff, students, parents, governors – is reflecting thoughtfully on diversity and equality. Inclusion is an ongoing process, and it's been wonderful to see new resources and topics, for instance, providing new learning opportunities for children to explore and embrace difference with open minds.

Lucy Toop, Governor

6 Junior Learning

PE and Sport

Despite the limitations of COVID-19, we have kept our commitment to teaching children how to keep physically and mentally healthy and maintain an active lifestyle. Children enjoy a varied PE curriculum, with a range of activities, including gymnastics, tennis, and dance. During lockdown, PE carried on through Rockmount Challenges – focusing on children achieving their personal best – and teaching staff giving their all in active Google Meets. Further virtual learning opportunities included a sports warm-up delivered by Marcus Rashford. Our partnership with Crystal Palace FC continues to deliver high-quality, skills-based teaching during PE lessons and break times, including the introduction of badminton as a school focus sport and our new, weekly ‘PE V.I.P.’ recognising PE achievement. Year 5 children attended the Play on the Pitch Festival at Selhurst Stadium to develop their football skills, walk through the tunnel and even tour the changing rooms! Sports week also allowed all children to experience the thrill of competition.

Maths

Over the last year, the children of Rockmount have settled into the routine of following the Big Maths scheme of work, which they find the perfect balance of challenge and fun. Big Maths is a totally new approach to the teaching of Mathematics in primary schools. Big Maths simplifies the primary maths curriculum into simple learning steps that encourage enjoyment, confidence, and mastery of maths. As part of the Big Maths programme, children practise core mathematical concepts daily, including times tables and mental arithmetic skills, and as a result are developing into confident mathematicians. Our students love a challenge, and we provide this in the form of regular problems for them to solve, allowing them to apply newly acquired skills and to share and discuss their thinking with others around them.



Early Years

We have managed to have lots of fun this year, especially in our outdoor learning environment. Nursery has made changes to the outside area, raising over £300 in a ‘Dance-a-thon’: with the proceeds, staff bought soil, watering-cans, seeds and shrubs, so that the children can now grow their very own flowers and vegetables. This has given them a wonderful learning opportunity, being able to take care of their own produce on a daily basis.

Reception pupils have also enjoyed the experiences that the extension to their classroom brings. The children always have opportunities to immerse themselves in imaginative play and child-initiated activities. They particularly enjoyed learning in the mud kitchen, in the minibeast investigation area, and in our Rockfest area. Whatever the weather, Rockmount early years pupils are engaged and achieving their full potential.



Parent perspective

Online learning gave an insight into the dynamism and fun of class. I also had a better understanding of the kind of work my daughter does in school via helping her with online tasks. There is no real substitute for real-life interaction, both between teacher and pupil, and between children themselves. However, when we entered the second lockdown and online provision was up and running, I felt that this was a good way of maintaining learning and contact.

Gavandra Hodge, Year 4 parent



Welcome to team rockmount



To be honest, starting a new role during the pandemic was very nerve-racking. The Early Years team, and Helen and Tracey, have all been very supportive in helping me feel part of the school community. As a teacher early in my career, I have found my time here so far has done wonders for my confidence and my professional development. I have been supported and encouraged to try out new ideas and, as a result, the whole nursery team has been inspired to deliver the EYFS curriculum in a very creative way.

Rhea Harris (Nursery)



Rockmount is a wonderful, welcoming, inclusive school, where a strong sense of community amongst staff, parents and pupils is apparent. Since joining Rockmount in September, my confidence has grown both professionally and personally. I feel privileged to be a part of the Rockmount team, where my opinion is valued and I have the opportunity to be creative.

Hannah Fryman (Year 1, Pearl)



I've been with Rockmount as a Receptionist and Office Administrator since February 2020. I really love my front-of-house role, where no two days are ever the same! My main responsibilities facilitate the smooth running of the school: monitoring daily attendance, responding to enquiries and requests by phone, email, post and in person, and supporting teaching staff and the school community where necessary.

Sharon Perales



After initially working as a Teaching Assistant at Rockmount, I moved into a new role in the school office two years ago; I also work in the breakfast club every morning, which is great as I still get to spend time with the children. A big part of the job is communicating with families. As well as sharing admin responsibilities with Sharon, I look after admissions - hopefully making the process for new nursery and reception parents as smooth as possible. I really enjoy my role as no day is ever the same: I hope that we always have a smile and make everyone feel welcome.

Rebecca Burrridge



I have been working at Rockmount for the past 3 years: my main areas of responsibility are finance, HR, health and safety and GDPR, and I make regular reports to the governing board. I have very much enjoyed the development of my role in the school these past few years. Managing school business during a pandemic has certainly been an eye opener, and it has been extremely rewarding working with a great team to overcome the challenges that it has presented.

Dorothy Bentil

Governor's update

Daniel Dyer (outgoing)
Occupation: civil servant

Daniel has been on the governing board for ten years, helping Rockmount achieve an 'Outstanding' Ofsted in 2015; he will be much missed. He's acted as Vice Chair in the past, but recently has been link governor for Maths, as well as the safeguarding link governor, a key role.

Hayley Gorman
Occupation: Class teacher/SENCO
Hayley has been staff governor for two years, providing teacher voice on the board. She's been a teacher at Rockmount for nearly 8 years: currently a Year 1 class teacher, she also recently qualified as a SENCO, taking on more responsibility this year for special educational needs.

Kevin Gray (Outgoing Chair)
Occupation: architect
Kevin has been a Rockmount governor (first parent-governor, then co-opted) for 12 years, Vice-Chair for 4 years and Chair for the last 3. He is also link governor for science, wellbeing and PSHE. His active engagement has supported Rockmount's outstanding achievements and helped to strengthen the Tri-School Partnership.

Donald Hamilton
Occupation: Interim Head of Finance
With over twenty years' experience in the education, charity and financial service sectors, Donald has been a Rockmount governor for three years. He works closely with Dorothy, the school finance manager, to ensure Rockmount's financial health and development.

Rebecca Hill
Occupation: Public Engagement manager
Rebecca has been a co-opted governor since January 2020: she became a governor at Rockmount because she loves the school ethos. She is currently link governor for French and Early Years and has been inspired by how these subjects have been taught this year.

Sarah Hubbard
Occupation: Marketing
Sarah has been a community governor at Rockmount since 2015. Outside of that, she leads the marketing for an architecture and design company based in the Barbican. She is currently SEND Governor for Rockmount, working closely with the SLT to understand how we can best support SEND pupils in the school.

Emma James (Incoming Chair)
Occupation: Lawyer
Emma has been a Rockmount governor for four years, and Vice Chair for two of these. As well as supporting Kevin in his role, she works closely with Viv Bull, understanding Rockmount's strategies in reading and writing. In September, she will take on the role of Chair.

Natasha McCarthy
Occupation: Head of Science Policy
This is Natasha's first year as a parent governor and she has been learning all about the role. As link governor for the environment, she is really impressed at the outdoor learning space, and the opportunities it is giving the children to enrich their learning and wellbeing.

Anita Ofigho
Occupation: HR manager, managing employee relations cases in a London borough
As a proud mum of three (4 years, 3 years and 3 months), Anita has been LA Governor since Feb 2019 and thoroughly enjoys it. Her responsibility is keeping up with RE education, reviewing the content on the website and providing additional support when needed.

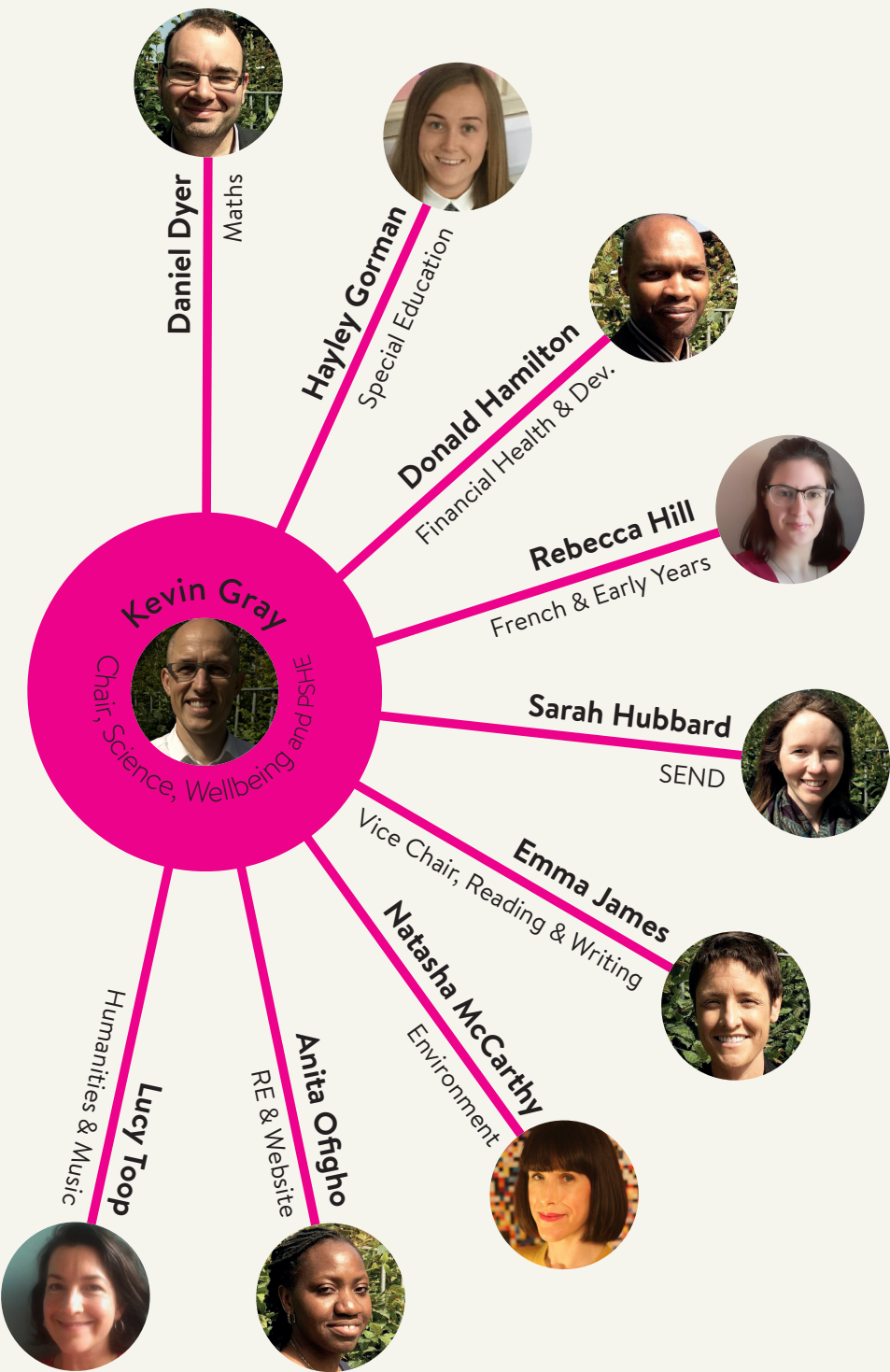
Lucy Toop
Occupation: education writer and consultant
Lucy has been a parent governor since October 2019, and her current responsibility is to understand how the school provides for Pupil Premium and Looked After children. She is also link governor for humanities and music.

What do governors do?
The governing board works together with the head teachers and senior leadership team to ensure that the best possible education is given to every child at Rockmount. The governor role is strategic rather than operational. Governors don't get involved with the day-to-day running of a school, instead supporting and challenging the school's leadership team to drive school improvement.
School governors have three core functions:

- Planning the strategic direction of the school
- Overseeing financial performance of the school and ensuring money is well spent
- Holding the headteacher(s) or school leadership to account

Organisation of the board
At Rockmount, individual governors take on responsibility for key areas such as finance or safeguarding, and are 'linked' to subject leads within the school. This means they are responsible for ensuring the board is aware of key information around their area(s), as well as monitoring the effectiveness of the school's approach. The chair, supported by the vice chair, works closely with the Headteachers, providing support and challenge to ensure high standards are maintained and that strategic goals are achieved.

Training
Each year, we undertake training, as a group and also to fit our roles; each meeting, we report back on this to the board. This year, our training includes: safeguarding; broad and balanced curriculum; diversity and inclusion; FGM; stalking; understanding data; role of link governors; pupil premium.



After 2019-20, we approached this new academic year with added vigour and the determination that all children were going to get out more into the great outdoors and become one with nature.

With that in mind, we have continued with the re-development of the Wildlife Area. This has included RFC workdays and many hours of weeding, watering and planting. In the autumn, the children helped Jane plant around 150 bulbs, many seed bombs and many, many packets of



seeds that had been bought by the RFC or donated by parents. We now have the start of a beautiful Wildlife Area, which 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. Most classes have had two sessions with Grace this year, with activities including a Viking Day, Water World, Anglo-Saxon Way of Life, Mental Wellbeing Walk and a Greek Challenge. The children have loved their time outside with comments such as “It was the best ever lesson!”, and “Spinach and nettle soup was amazing!” Children and staff have also been working hard alongside Jane, the gardener. This year, all classes were



given beds in the Edible Garden, which they have to care for, keep weeded and watered. They have also planted up their bed with their choice of vegetable – onions, potatoes, chillies, beans, tomatoes, pumpkins and radishes. We also have a great range of fruit being grown, including strawberries, raspberries and apples.

Through funding from The Tree Council, we have managed to get ten fruit trees (apple, cherry, plum and pear) and sixty hedgerow trees (to attract wildlife), which the children have helped to plant around the school. This year has also seen the arrival of Patch, Blaze and Coco, the ‘Rockmount Rabbits’. They are Mini Lops, a breed that loves attention. Even now, you can call Coco when he is out in the run and he comes hopping over to you. The rabbits have a shed to call home and a 2m x



3m run where they spend time daily. When they arrived, they were very timid, so we have slowly introduced them to school life and to the children. Now the children are going out and spending time in the run with the rabbits; they love it when the rabbits head over to them and seek out their attention.

Eco – Warriors View

My job is to look after the school’s animals and ensure they get TLC. My job is also to improve the school by making it go green, so children walk, cycle and scooter to school instead of using the car.

Eloise Y5

We think that it is important to help others to understand how the environment needs to be saved and, as a school try our best to help.

Dusty Y5

As an Eco-Warrior, my job is to protect the school environment: I look after the wildlife, help care for the school’s animals, plant trees and care for the plants.

Izzy Y5

Looking forward

We plan to embed outdoor learning more deeply within our school curriculum, improving the wellbeing of both staff and students, and hopefully achieving the Green Flag Award with the following initiatives:

- a Rockmount recycling scheme for difficult items (e.g crisp packets and batteries)
- collecting old pens and writing implements to return to Ryman’s stores
- developing renewable energy sources with the help of the Eco-Warriors
- staff development on teaching the National Curriculum outdoors, with Mr. Ricketts gaining a Leader in Outdoor Learning qualification to support others

Views of a parent

Our kids are really lucky to have such brilliant outdoor learning opportunities at Rockmount. My girls absolutely love the outdoor activities that are on offer to them, like the Viking stew they helped to make over a real fire. One of my daughters has an EHCP, so was in school during the last lockdown, and was given the responsibility of looking after the chickens

with some of her friends, which had such a positive effect on her mental state as she was struggling with home schooling. Her sister was in the garden with me and I pointed to a herb growing. “That’s mint,” she said. I asked how she knew and she told me that she’s seen it growing in the edible playground: I was very impressed!

Sara Ewin, Year 5 Parent



outdoor learning



Rockmount Community

Parent Carer Forum

We've been pleased to get the Parent Carer Forum back up and running this year, with some virtual meetings while restrictions are ongoing.

Parent Carer Forum is a partnership between the school and senior leadership team and our parents, carers and wider school community. The aims of the Forum are:

- Partnership between school and the Parent Carer community
- Welcoming and inclusivity
- Consultation and development alongside parents and carers
- Sharing of knowledge, information and ideas
- Embracing opportunities to support and promote welfare and education for all of our children

We meet every half-term to share ideas, get feedback from families, and discuss improvements and opportunities for our children. This year, we've discussed PE and Sports provision, learned about what goes into a school lunch (and why!), and had important conversations about

topics that affect all our kids, such as anti-racism and wellbeing.

Anyone can nominate themselves as a class representative and bring forward the views of their class parents to meetings. It's a great way to find out more about what is going on behind the scenes at school and, in this disrupted year, it has been even more important to stay connected and have an input and insight into our school community.

On a personal note, I've been a member of the Parent and Carer Forum since my son was in Reception: he's now in Year Six and we're approaching our last meeting at the school. I've loved being a part of the school community this way and it has really felt worthwhile seeing developments suggested in meetings being implemented in classrooms and the playground. It's great to see the Parent Carer Forum up and running again after a hiatus during lockdowns, and with so many new and enthusiastic reps, I'm sure I'll be leaving it in good hands!

Charlotte Taylor-Page

Rockmount Friends and Community

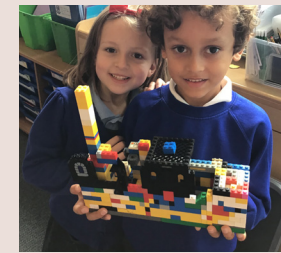
It has been a challenging year for Rockmount Friends and Community, with fundraising opportunities hard-hit by lockdown and social distancing: to date, we have missed three school fairs, our main funding source. Thanks to the efforts of Sally Moore, however, we were able to take our 2020 Winter fair 'Online', with a whole programme of events from craft activities, raffle, quiz, virtual craft stalls, and even a bedtime story! The RFC community has therefore still been able to offer support in many ways over the last 18 months. During lockdown, our Facebook page became a hub of support and advice for families. We provided the school with five tablets to assist families with home schooling, and our community continues to generously contribute to the school's foodbank campaign and to collect food from FareShare during term time. Anne Borkwood established the RFC Clothing Drop, matching unwanted uniform items to new homes, with parents emailing their offers/needs to

RFC.clothingdrop@gmail.com. We hope to continue this initiative until we can hold uniform sales at school again. The RFC has also supported the development of the wildlife area, powered by the unwavering efforts of Mr Ricketts and parent volunteers: the area is now teeming with life and used daily by all year groups, even over Christmas, when students enjoyed festive songs around the campfire! RFC has historically contributed towards Year 6 Leavers' events, such as providing a coach for their Chessington trip. The 2020 Leavers unfortunately missed out on all their usual 'end of Primary' activities, but RFC provided 'Leavers Hoodies' for each student to mark their time at Rockmount. For our 2021 Leavers, we organised an outdoor disco, as well as contributing towards their cinema trip. None of this would be possible without the fundraising efforts and resilience of our brilliant community.

Corrie Jamey

Rockmount Children's Club

Although Rockmount Children's Club had to reduce the number of admissions to adhere to new protocols, we managed to offer more places to children on the waiting list. We were also able to offer our Holiday Club from 27th July to 6th August. Safeguarding, Health and Safety, and the quality of facilities and activities remain a priority, and we have a robust risk assessment in place reflecting current government guidance. RCC now operates in five rooms, where children enjoy a range of craft activities: the lanterns they made were displayed in local shops at Christmas as part of the Lantern Festival. We also spend a lot of time outside, playing games or skipping. Chef Hussein continues to prepare the food, including halal and vegan options. We are now busy planning our Holiday Club, 27th July to 6th August.



Learning Kitchen - the hot news



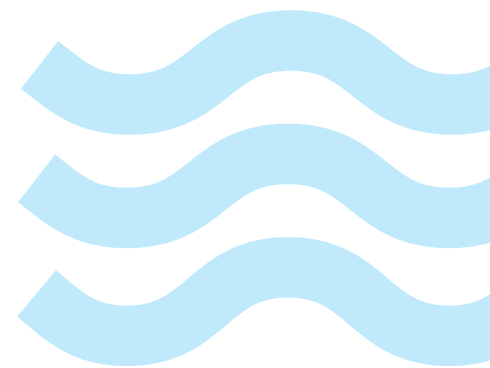
After a long pause due to Covid-19, we are excited to be continuing plans to build our Learning Kitchen. This will be a fully accessible kitchen with child-friendly cooking stations, sinks, fridges and storage cupboards. The Learning Kitchen will facilitate opportunities for pupils to learn how to cook and how to apply the principles of nutrition and healthy eating, as well as instilling a lifelong skill and a love of cooking. There is also the potential for family learning and use within the wider community.

We are very excited as the final site inspections are now underway and, providing these go well, we are anticipating installation before the end of 2021. So far, through the dedicated efforts of the school community, grants, the local education authority and the school, a fantastic sum of £45,088 has been raised in support of the project. Please look out for further updates, including the long-anticipated start date of the build.

In these strange times we're having to consider the wellbeing of our school community in a way we could never have predicted. Both the COVID-19 pandemic and the ongoing restrictions, continue to affect our lives.

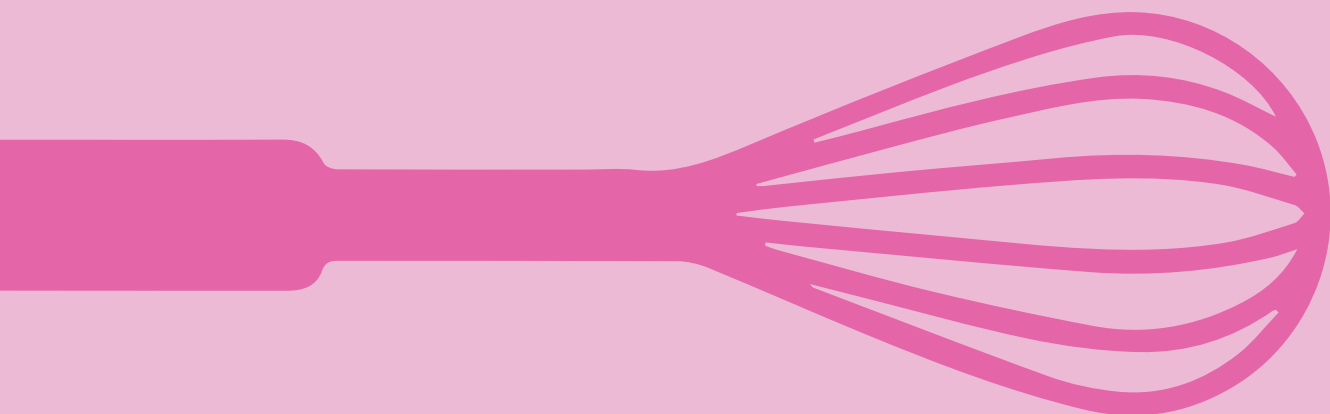
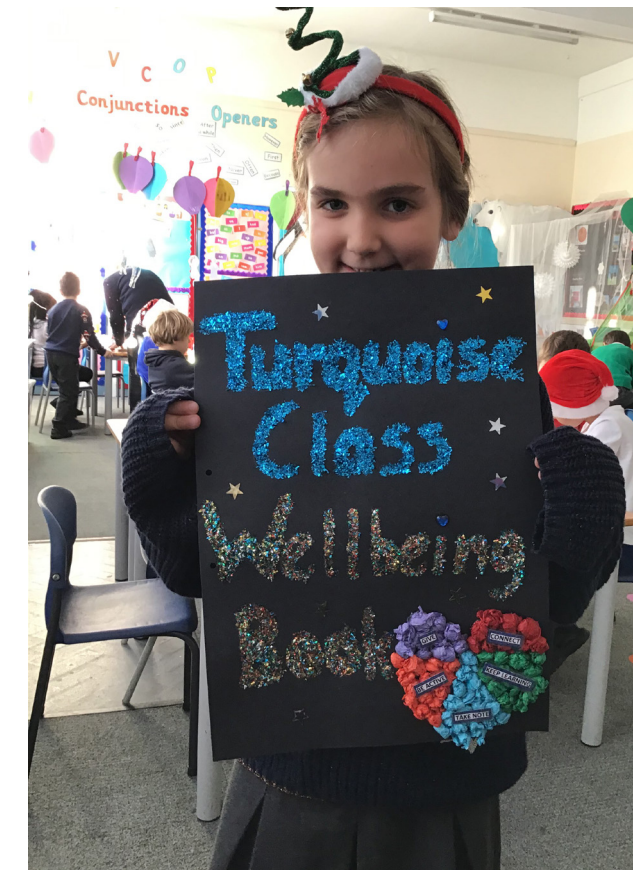
It is hard to gauge the full impact the situation is having on children's mental health and wellbeing until we emerge from it. Pupils' experiences of the pandemic have varied: some, despite restrictions, feel safe and mostly enjoy their time, while others have found it challenging, even traumatic. Over the years, our children have developed a good understanding of resilience, and have a bank of strategies to use to support their mental health and wellbeing during difficult times.

with children and families, with a focus on early intervention. Building on what we have already done, the team aims to support individuals and groups of children experiencing difficulties with managing emotions. They have worked to improve access to mental health support and services, whilst also delivering training and workshops to staff and parents/carers. The Wellbeing practitioners have already supported many families struggling with managing emotions such as anxiety and challenging behaviour. Requests for one-to-one support can be made through school, or you can email them directly on MHST@croydondropin.org.uk.
Donna Rankine



Wellbeing

During periods of lockdown, staff and Wellbeing Ambassadors have continued to support their classes and celebrated Children's Mental Health Week. The theme this year was 'Express Yourself'. This was a great way for the children to find creative ways to share feelings, thoughts and ideas in a way that felt comfortable to them. Over the last year, Croydon Mental Health Support Team (MHST) has been working online and in school





It has been a year of change in how our children learn, and Rockmount has done a great job of putting learning online. It is so encouraging to see the school now grasping the full opportunity of the return to school, making the most of the outdoor space and supporting learning in the natural environment. It will be really exciting to see how children's interactions with the growing spaces and animals enhance their topic-based learning and both individual and community wellbeing.

Natasha McCarthy, Governor

Usually, school council would meet fortnightly so we can all contribute to discussions face-to-face. Despite not being able to do this because of the pandemic, I've enjoyed being part of the team, and hope I can be next year, working together with the eco warriors to make a difference with our food waste project. We also had other ideas on raising money for the school and other charities. The school council really wants to make a difference in our school and I'm definitely looking forward to getting things done next September.

Charlie, School council

'I am sad to be leaving Rockmount and all my friends but I am looking forward to going to secondary school. Rockmount has taught me a lot of different things and has eased the transition to secondary school by giving us an idea on what life will be like and what we will be learning there. My favourite subjects at Rockmount have been P.E, history and art, as they have all been really enjoyable. I will miss Rockmount and my friends but I know I will love secondary school'

Ruby

'My favourite subjects I have learned about whilst I have been at Rockmount are Art, PE and of course, lunchtime because we have lots of fun things to do in the playground. At Rockmount they prepare us for secondary school but talking about some of the things we will experience and see. I will miss Rockmount and my friends here but I am also super excited to go to secondary school.'

Arla, Year 6 Leaver

'I am really excited to be going to secondary school in September because my teachers have helped prepare me for that. I enjoy learning about history, some of the topics have included Crime and Punishment, The Victorians and Ancient Baghdad. I also enjoy learning new mathematical concepts and like that we have 'hot' challenges to push me and prepare me for secondary school'

Noah, Year 6 Leaver

'During my time at Rockmount, I joined the orchestra. It was really good and I enjoyed practising every week and hearing how much better I was getting. My best memory was playing 'The Last Post' in front of the whole school, on Remembrance Day. It was such an amazing feeling to perform it!'

Ada, Year 6 Leaver

Looking forward



Rockmount Governors would like to thank all of the staff, parents (past and present!) and students who have contributed to this review.

