



Nurturing Potential, Changing Lives



Welcome to Rosedale Primary School



ETHOS AND VALUES

At Rosedale Primary School, we are committed to providing high quality education for all of our learners, ensuring that every member of the School community is valued and respected, always being treated in a manner that is appropriate and just. We aim to be a caring community where everyone is safe and secure.

Good behaviour is a necessary condition before effective learning can take place. With that said, this does not mean a rigid or punitive system designed to enforce a particular set of rules. At Rosedale Primary, our priority is to promote positive relationships so that everyone can work productively together, sharing a common sense of purpose; each achieving the very best they can. Rosedale Primary rewards good behaviour, recognises success and regularly celebrates children's achievement. We use praise to encourage good behaviour with the firm conviction that every child can become self-aware, independent and confident, both academically and socially. Above all else, we aim to provide a stimulating environment where early learning goals can be achieved and recorded through structured learning and play; always instilling the importance of patience, persistence and resilience at every stage.

We provide an atmosphere which enables our children to acquire a wide range of knowledge, skills and practical abilities. Whatever your child's ability, we shall meet their needs. We strive for excellence in all we do. Our school ethos is built around the 6 R's of:

Respectful Responsible Reflective Resourceful Rational Resilient

These R's are used as a cornerstone in how we deal with all situations at our school and how we reward our children. We believe that by demonstrating the R's every day, children will become positive members of their school and local community.

Through our strong 'parental focus', we ensure that you have a say about your child's learning and development. Our aim is to keep you fully involved, supporting your child in any way we can whilst recognising that each family has its own unique circumstances; always 'nurturing potential, changing lives'.

A handwritten signature in black ink, appearing to read 'Niela'.

Niela Bamber
Headteacher

'Leaders, including governors, are ambitious and have high aspirations for the pupils.'

(Ofsted, September 2017)



Curriculum and Learning

At Rosedale Primary School, we are committed to delivering a curriculum, which is broad and balanced, rich and varied, being flexible and responsive to each child's wider needs.

To this end, Rosedale Primary meets the requirements of the Early Years Foundation Stage and the National Curriculum at Key Stages 1 and 2. Equally, there is great emphasis on learning beyond the classroom, particularly at the Foundation Stage where the outdoor environment is an essential resource in planning curriculum activities. As the children get older, the opportunities to offer first hand practical experiences within the wider community increase. This includes special visits, educational trips, workshops and residential.

At the Foundation Stage, the emphasis is on developing key learning skills, as these are the building blocks for future achievement. Speaking and listening are fundamental to all that we do, underpinning every child's learning. Other curriculum activities are designed to address the seven areas of learning which make up the Foundation Stage, namely:

- ☆ *Communication and language*
- ☆ *Expressive arts and design*
- ☆ *Literacy*
- ☆ *Mathematics*
- ☆ *Physical development*
- ☆ *Personal, social and emotional development*
- ☆ *Understanding of the world*

Many activities are designed to develop some of the softer social skills such as the ability to concentrate and work quite independently. By contrast, there is also great emphasis placed on the ability to work effectively and cooperatively with others. Above all else, we aim to provide a stimulating environment where early learning goals can be achieved and recorded through structured learning and play; always instilling the importance of patience, persistence and resilience at every stage.

From the very outset, children are encouraged to read, communicate and develop mathematical skills. Reading is taught through a variety of structured activities, supplemented with a wide range of books and other resources. Throughout Key Stage 1 (5 to 7 years) and Key Stage 2 (8 to 11 years), every child follows the National Curriculum which comprises English, Mathematics, Science and a range of foundation subjects. These foundation subjects focus on the creative, cultural, spiritual and technological dimensions of learning. These include Art and Design, Design Technology, Modern Foreign Languages, Geography, History, Physical Education, Religious Education, together with Personal, Social, Health and Citizenship Education (PSHCE).



'The broad and interesting curriculum, including extra-curricular activities, is planned thoroughly across the trust. The curriculum underpins pupils' good progress as well as promoting their spiritual, moral, social and cultural development.'

(Ofsted, September 2017)



Looking after our Children



We regularly assess the development and learning needs of each child throughout the School year and routinely meet at the beginning of each term with parents, guardians and carers to provide up-to-date feedback. In so doing, it is possible to quickly determine which areas of learning need further development and where each child's particular strengths and future needs lie.

From the outset, we encourage full involvement in your child's learning and routinely provide a variety of activities which can be completed at home. The nature of this home learning depends on the age and ability of the child. It promotes a meaningful partnership between home and school and ensures that all children have the opportunity to practise new skills acquired at school; reinforcing concepts, knowledge and understanding in all areas of the curriculum. In the longer term, it helps children to develop good working habits and ultimately means they become independent learners.

It is also important to understand what we mean by 'stage not age' given that some children are generally very able, whilst others have specific gifts and talents which can be readily accelerated. Therefore, it is important that every child is fully extended with the most able working occasionally with older children in specific areas of the curriculum. Whatever a child's ability might be, we aim at all times to cater for this through careful differentiation, intervention and enrichment programmes, always focusing on getting the very best from each child.

We welcome parents, guardians and carers as informed and active partners in the education of their children and indeed the wider life of the School, whether this be through special activities or as a member of the Local Advisory (Governing) Body. All newcomers can be sure of a warm welcome.

The safety and safeguarding of our children is of paramount importance. The School has a Designated Safeguarding Lead to oversee our safeguarding measures, as well as being supported by The Rosedale Hewens Academy Trust Lead Safeguarding Officer.

'Parents are positive about the work of the school. Typical comments included, 'Everything is really good,' and, 'My children have come on well since they started school.'

(Ofsted, September 2017)

'Teaching, learning and assessment are good because teachers carefully plan what they want the pupils to learn and explain it clearly. They have high expectations of pupils' behaviour and the presentation of their work. The teaching of the core skills of literacy and numeracy is thorough and effective.'

(Ofsted, September 2017)



ROSEDALE
PRIMARY

G41
ICT Suite

Enriching Learning



SCHOOL FACILITIES

The children of Rosedale Primary benefit from new and bespoke facilities, which provide an educationally stimulating environment. Each classroom is fully furnished and equipped with the highest quality resources, carefully designed to facilitate the best possible learning journey.

The exciting pallets/palette of modern materials, colours and finishes of the School building delivers an airy, bright learning environment to inspire and motivate. To complement the magnificent hall and sophisticated vestibule, the distinctive design continues well beyond the classroom spaces with the children benefiting from an extensive outside play area. Here, they can play games, reflect or stretch their imaginations further using the many zones of their adventure playground to enhance their learning journey.

One of our fundamental beliefs is that children thrive in small educational settings where they are each known as individuals. To this end, Rosedale Primary remains smaller than many local schools so that staff can actively engage with parents, guardians and carers in planning each child's learning journey.

Throughout the School, we focus on mixed ability teaching and learning, from the Early Years Foundation Stage through to Year 6. All children are taught in classes not exceeding thirty in number, with a dedicated teacher for each class. The children spend the majority of every morning learning in their own classroom. Each classroom teacher is supported by a Teaching Partner to ensure every child's individual learning needs are met, allowing them to make progress at their own pace and in their own way. However, it is recognised that every child needs to be set challenging targets through learning opportunities which allow them to build on existing strengths and overcome any weaknesses.

As a school within The Rosedale Hewens Academy Trust, Rosedale Primary is well placed to access specialist teaching for specific areas of the core curriculum. This enables us to provide targeted support for children as they progress to Key Stage 2.

OUT-OF-HOURS PROVISION

Rosedale Primary is committed to providing a significant out-of-hours provision through breakfast clubs and after school activities, half term and holiday programmes, and trips and events throughout the year.

'Pupils feel safe at school and are knowledgeable about how to stay safe, including when using the internet.'

(Ofsted, September 2017)



The future Applying for a place



We have challenging ambitions for your child and a commitment to you to:

- ☆ Care for your child's safety and wellbeing; contacting you if there are any concerns; keeping you informed of your child's progress and how you can be active partners in your child's learning at home;
- ☆ Provide a balanced and appropriate curriculum to meet your child's individual needs, delivered through high quality teaching and learning;
- ☆ Promote the moral, cultural and social development as well as the academic skills of your child;
- ☆ Provide an organised, effective and well-resourced learning environment within which pupils feel valued and learn to respect and cooperate with one another;
- ☆ Be open and welcoming at all times.

Rosedale Primary School will abide by procedures and timescales set by the London Borough of Hillingdon, first allocating places to those children whose EHCP (Education and Health Care Plan) names the School specifically. All other applicants will be offered a place providing the number of applications does not exceed the total number of places available for the relevant age group. The Trust, in circumstances where the School is oversubscribed, will allocate places in the order and according to the published oversubscription criteria.

There are a number of ways you can apply for a place:

- ☆ Online at <https://www.eadmissions.org.uk>
- ☆ Alternatively you can request a paper application by calling the School Placement and Admissions team on **01895 556644**

For all other enquiries, please contact the School Admissions Officer directly:
JPegg@trhat.org



THE
ROSEDALE
HEWENS
ACADEMY TRUST

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Rosedale Primary
School Website