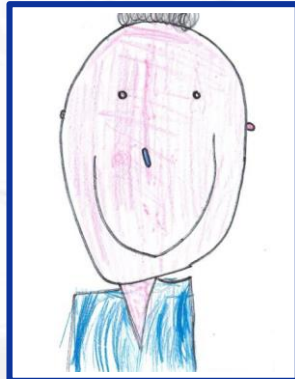


learning together, making progress, achieving goals

Welcome to Roxeth Primary School



We hope to give you an insight into daily life here at Roxeth and to keep you up to date with exciting news and other important information.

Roxeth Primary School is one of the oldest schools in Harrow and we are proud of that history. Our school ethos is underpinned and reflected in the United Nations Convention on the Rights of the Child and a 'values' based education. We have strong links to our families, local schools and our community. We put every effort into ensuring our children become confident and considerate citizens.

Working in partnership with you, we aim to ensure every child achieves his or her full potential, feels safe and happy at school, whilst developing a love of learning. We expect the best from our children and we help them to do their best.

Prospective parents and pupils are very welcome to look round the school, we hold regular tours for new parents, please contact the office for an appointment. I am looking forward to getting to know the Roxeth Parents in the near future.

Mr. Steven Deanus
Headteacher

Short inspection of Roxeth Primary School

Dear Parent/Carer,

This inspection was carried out under the OFSTED Framework for inspections that has been in place since September 2018 which entails an inspector making judgements on our continuing school improvement since the last inspection in November 2015.

I am delighted that we have maintained our grade for overall effectiveness as 'Good'. Please take time to read the report as it sets out the school's many strengths and highlights our next steps that we had already identified for next year. It reflects the huge amount of work that has taken place over time here at Roxeth and our continuing journey to make Roxeth a great place to learn and achieve in.

I would like to thank everyone for their support since I arrived at Roxeth. The children are fantastic and are great asset to the school and we are all very proud of them. I would like to thank all the families for their overwhelming positive support and also the governors who continue to challenge and support the school in all areas.

Lastly, a huge thank you to all the staff. Their dedication to the children at Roxeth is second to none. None of this would be possible to achieve on my own and the staff here at Roxeth do a brilliant job every day to ensure your children are safe and learn to the best of their ability.

We will continue to make improvements next year and are now on the journey to potentially becoming 'outstanding' in the near future.

The report can be found on our website and published on the Ofsted website.

Yours sincerely,
Mr. Steven Deanus
Headteacher

This school continues to be good. The leadership team has maintained the good quality of education in the school since the last inspection. Senior leaders provide strong and effective leadership and have set a clear vision that has contributed to improving the school.

The school's self-evaluation is frank, detailed and accurate. It is based on a rigorous review of provision and its impact on pupils' outcomes. The senior leadership team works successfully to promote a culture of achievement and everyone is clear about the areas for improvement. This results in strong outcomes for pupils, who enjoy their learning.

With your team, you have established a well-maintained and resourced school which provides an attractive learning environment for pupils. During our tour of the school, it was clear to see that the pervading atmosphere is calm, happy and busy. Your vision for the children, 'Together at Roxeth we can achieve', is apparent throughout the school.

At the previous inspection, you were asked to improve standards in writing through more consistent teaching. Since then, pupils' progress in writing by the end of key stage 2 has improved. Even so, it remains below a priority for the school to bring progress in line with that in reading, especially boys, so that more are working at the 'greater depth' standard.

Pupils are courteous, respectful and supportive of each other and the adults who work with them. They are keen to do their best in lessons, paying close attention to instructions and working independently on a range of tasks. In discussion, pupils were confident and articulate, demonstrating high aspirations for their future lives. They are eager to share with visitors their positive experiences of their time in school.

Short inspection of Roxeth Primary School

Parents and carers are also extremely positive about the school. In their responses to Parent View, Ofsted's online questionnaire, many of them commented on the careful consideration given to pupils' individual needs with 'dedicated staff at all levels'. They said that teachers are very approachable and responsive in dealing with concerns. Parents value the inclusive ethos of the school, which enables their children to grow in confidence and to take pride in their learning. In their feedback to Ofsted, they spoke about 'a wonderful community' and 'a fabulously good school'. The overwhelming majority of parents would recommend the school to others.

Governors have a clear sense of purpose: to hold the school to account for providing the very best for its pupils. Governors are inquisitive and ask pertinent, challenging questions. They test out your assertions about the strengths of the school by visiting lessons, meeting with staff and talking to pupils. In this way, governors have a clear and accurate view of how well the school is doing. As with other leaders, there is no sense of complacency. Governors believe that the school can always improve and willingly look for ways of helping it to do so.

Safeguarding is effective

There is a strong culture of safeguarding across the school. Leaders, including governors, ensure that the school meets its statutory duty to keep all children safe. High-quality, regular training for all staff ensures that they know how to keep children safe and what to do if they have a concern about a child. The school's safeguarding governor visits the school regularly to check records and make sure that procedures have been followed diligently. A comprehensive induction plan helps new staff understand the strong focus given to safeguarding in this school. Policies and procedures are securely embedded, and referrals are made in a timely way. As a result, vulnerable children and families are supported effectively.

Pupils know how to keep themselves safe. Teachers make sure that pupils develop their skills and understanding of e-safety. Pupils know about different ways of protecting themselves when using the internet. For example, they talked about not publishing photographs or giving out their names and addresses to people online. Pupils told me that bullying is rare in their school and expressed confidence that adults would deal with any incidents well.

Inspection findings

At the start of the inspection, we agreed that I would look at how effectively leaders are ensuring greater consistency in pupils' progress in writing, especially that of boys. This is because assessment information shows variations in the progress pupils make in writing, and writing is a priority in your school improvement plan.

The school has introduced strategies to develop writing, particularly boys' writing. Teachers spend time talking to boys and gathering their interests so that the work they are asked to do is appealing to them. Teachers have worked effectively to improve the quality of pupils' punctuation and their sentence construction, as asked for in the previous inspection. The themed curriculum allows pupils to transfer and apply their writing skills across all subjects. Your new system of writing targets helps teachers to plan tasks that meet pupils' different learning needs. The assessment team tracks pupils' writing carefully and quickly puts in place support where needed.

Pupils' workbooks demonstrate that they are making stronger progress in writing, including boys. We saw some excellent examples of improvement in the quality of pupils' handwriting as they progress through the school. By the end of Year 6, pupils are more confident writers and can write well across a range of genres. Opportunities to write in different subjects are securely fixed within the curriculum. Pupils from different year groups could show me examples of high quality writing across a range of different subjects. However, we agreed that more time needs to be given to allow the more able pupils to redraft their work and improve the quality and use of language in their writing.

Our next focus for the inspection was to evaluate whether pupils' progress in the wider curriculum is as strong as it is in English and mathematics. I wanted to establish whether the curriculum provides breadth and balance and supports good progress across a range of subjects.

Inspection findings

You have developed a thematic curriculum that makes links between subjects and contributes well to pupils' spiritual, moral, social and cultural development. This has been supported with some subject-specific professional development. Additionally, leaders have supported staff to develop pupils' literacy and numeracy across the curriculum. However, planning for subjects such as geography lacks continuity from one year to the next. This is leading to pupils repeating work unnecessarily and slowing progress. In part, this is because the coverage of the curriculum is not monitored closely enough.

Evidence from pupils' books shows that they make progress in learning about the selected themes. However, overall pupils' learning in some foundation subjects lacks depth and they do not develop their understanding and skills sequentially. In particular, work is not planned well enough to challenge the most able pupils in subjects such as history and geography.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' writing continues to improve, and a higher proportion of boys achieve the higher standards
- the new plans for the curriculum consider the sequencing of learning in order to deepen pupils' knowledge and understanding, and that these plans are implemented effectively.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Harrow. This letter will be published on the Ofsted website.

Yours sincerely

Michelle Thomas Ofsted Inspector

Governing Body 2023-2024

CHAIR

Mr G Dunbar

VICE-CHAIR

Mrs E Antcliffe

LOCAL AUTHORITY GOVERNOR

Mrs R Baker

CO-OPTED GOVERNORS

Mr G Dunbar, Ms T Furlong, Mrs E Antcliffe, Mrs T Da Silva, Mr A Howard TBC

PARENT GOVERNORS

Mr Cullinane and Mr Obi

STAFF GOVERNOR

Mr. G Byrne

HEADTEACHER

Mr. S Deanus

CLERK

Mrs E Hempenstall

IN ATTENDANCE DEPUTY HEAD

Mrs S Gibson

Each governor serves a term of four years. Parent governors and teacher governors are elected. Local Authority governors are nominated, usually by the main political parties on the Council. The political representation on governing bodies broadly reflects that of the Council. Governors also have the power to co-opt additional governors who have the same powers and voting rights as any other governor.

The Governing Body plays a key role in supporting the school to deliver high quality education. Its main responsibility is to establish the strategic direction of the school and to monitor school policies and practices. The governing body must also monitor the budget to ensure that public money is spent wisely in the pursuit of high standards.

Our Mission Statement

learning together • making progress • achieving goals

Aims of the School

In Partnership with parents:

To promote academic and personal achievement through
finding joy in life and learning

To maintain a happy, secure, healthy and safe school

To give praise and encouragement so that every member of
the community is valued

To learn to express our own thoughts and ideas confidently

To work together listening to one another in order to
understand differences between us

To prepare our pupils to become active, creative, healthy
responsible citizens

School Organisation

Admissions at Roxeth

Forms for admission are available from the school office or the Civic Centre. They can be completed and returned after the child's third birthday. Children enter Reception in the September during the school year in which they have their fifth birthday. All places are allocated by Harrow Council in line with their Primary School Admissions policy. A list showing the priority given to roads in the area is available at public libraries.

Visits/tours usually take place every week on Tuesdays at 11am and can be arranged through the school office on 020 8422 1344

Normal School Hours

Reception – Year 2

8:40 am - 12:00 pm
1:00 pm – 3.15 pm

Years 3 - 6

8:40 am. – 12:15 pm
1:15 pm - 3:15 pm

Parents are kindly asked not to allow the children onsite before 8:30am as there is no adult supervision in the playground. Children can come in to school building at 8.30 am where they are supervised with a soft start activity when they enter the classroom. Year 5 and 6 children can come unaccompanied if written permission has been granted by the parent or guardian.

School Attendance

There are approximately 415 children on the school roll (this may change).

Absence information

If your child is absent for any reason it is important that you inform the school in writing or by phone as soon as possible on 020 8422 1344 take the absence option. Children should be at school during term time. From September 2013 the DfE has amended the 2006 attendance regulations removing references to family holiday and extended leave. The amendments make clear that the Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. In exceptional circumstances permission may be granted at the discretion of the Headteacher. A Request for Leave form is available from the school office.

Contact with Parents

Co-operation with parents is regarded as fundamental to the interests of both home and school; we recognise that such links are essential for the success of children while at Roxeth. A Home School agreement is in place which all parents and children are asked to sign.

Parents' Evenings/celebrations are held each term to discuss your child's report, progress and personal development. A written report for each child is provided every term. Teachers are available to discuss issues with parents as they arise; however it is better to arrange to meet the teacher at the end of the day. Any queries about school policies, curriculum documents or reports should be directed to the school website or school office.

Medical information

Please make sure that we have up-to-date information on how to contact you or a alternative family member or friend in case your child should become sick during the school day. If your child has a recurring or infectious illness please let us know. In special circumstances we can administer medicines, but you must sign a permission slip which is available from the welfare officer.

Safeguarding children

At Roxeth we have a legal and moral duty to protect the children at school. If your child is accidentally injured at home please tell the teacher of the circumstances. We may need to ask you about bruising or cuts. A referral will be made to Children's Services if:

- We suspect a non accidental injury.
- The child appears neglected.
- The child is being abused.

The lead person for safeguarding at Roxeth is Mrs Gibson, or speak to any of Safeguarding team

Charging policy

The school has a long tradition of running educational visits and a residential school journey. A subsidy through Pupil Premium is also available for families in receipt of income support, family credit or facing difficult circumstances. If this is the case, please let the Headteacher know. This will be assessed on a case by case basis.

[School Meals](#)

School meals are cooked on site and freshly made. Children may choose to have a hot meal which is provided by an external company Coombs or they may bring a packed lunch from home. Fizzy drinks and drinks in cans or bottles are **not allowed**. Please do not include sweets or chocolate or any nut based products. Parents are asked to provide water in a bottle so children can have access to this at any time of the school day. In the event of your child going home for lunch it is important that the school is informed at departure and upon return.

For this year only ALL children are entitled to a free school meal – please ask the office for more details.

[Infants Universal Free School Meal](#)

From September 2014 all children in Reception, Year 1 and Year 2 are entitled to receive a Free School Meal every day. Roxeth and our catering company Alliance in Partnership are prepared for this and you will be asked whether you will take this offer when your child is admitted to the school.

[Free School Meals](#)

Your child may be able to get free school meals if you get any of the following:

Income Support

income-based Jobseeker's Allowance

income-related Employment and Support Allowance

support under Part VI of the Immigration and Asylum Act 1999 the guaranteed element of Pension Credit

Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Free School Meals

In addition, the following pupils will be protected against losing their free school meals as follows:

From 1 April 2018, all existing free school meals claimants will continue to receive free school meals whilst Universal Credit is rolled out. This will apply even if their earnings rise above the new threshold during that time.

In addition, any child gaining eligibility for free school meals after 1 April 2018 will be protected against losing free school meals during the Universal Credit rollout period.

Protection applies to the child getting free school meals - not the family. If a sibling is not entitled to free school meals based on the eligibility criteria, protection does not apply (this is also the case where a child moves to live with another parent or family member)

Once Universal Credit is fully rolled out, any existing claimants that no longer meet the eligibility criteria at that point (because they are earning above the threshold or are no longer a recipient of Universal Credit) will continue to receive free school meals until the end of their current phase of education (i.e . primary or secondary).

The Universal Credit rollout is currently expected to complete in March 2023

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

Your child may also get free school meals if you get any of these benefits and your child is both:

Younger than the compulsory age for starting school

In full-time education

If your child is eligible for free school meals, they'll remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2023.

If you think you may be eligible or your circumstances have changed recently, please come speak to Mrs Vagadia at the School Office.

[Access to the School Grounds](#)

In the interests of Safeguarding, access to the school is permitted freely from both site entrances at 8.30am until 9am. After 9am, entrance to the school grounds will only be permitted from the Roxeth Hill Entrance. At this time some classrooms are not wheelchair accessible. In the afternoon the gates will be open from 3.05pm until 3.30pm.

[School Security](#)

The school controls access to the site through all gates and the front entrance. All main doors are accessed by key fob. Once closed the ground floor doors open out only. We also have state of the art CCTV installed around the premises.

[Guidelines for Emergency Situations](#)

Emergencies sometime occur, making it necessary to close the whole or part of the school. Every effort will be made to contact parents by text or phone as soon possible and children will be cared for until parents arrive.

[We have a text message service – please ensure we have your current mobile number.](#)

[Complaints procedure](#)

Parents, who have a complaint against the school, curriculum or otherwise, are requested to use the following procedure:

- Speak first to the teaching assistant or class teacher.
- If the complaint is not settled then make an appointment to see the Assistant Headteacher, Deputy Headteacher or the Headteacher.
- If still not satisfied, then contact the Chair of the Governing Body by letter c/o the School (See complaints policy on our website)

[Breakfast and after school club](#)

We currently have a breakfast and afterschool club, but have limited spaces available, please see the school office or website for more details.

Behaviour

At Roxeth we aim to promote a positive teaching and learning environment through a shared sense of values and purpose plus a common understanding of desirable behaviour as recognised in the aims of the school.

Pupils, staff, parents and governors will work together to clarify expectations and to make a difference for all of us. Within an ethos of positive behaviour where all are respected, pupils are safe and staff morale is high, we will act with courtesy, consideration and good manners towards each other at all times.

In an atmosphere that is calm and welcoming our **Golden Charter** give clear guidance:

We have the right to an education.

We respect this right by working hard. (Article 28)

We have the right to play.

We respect this right by being a kind friend. (Article 31)

We have the right to a clean environment.

We respect this right by looking after our school. (Article 24)

We have the right to be listened to.

We respect this right by telling an adult if a problem becomes big. (Article 12)

We have the right to feel safe.

We respect this right by not fighting or arguing with others. (Article 19)

Rights Rangers

Each class elect 2 representatives to be a Rights Ranger and Deputy. These children meet as a steering group throughout the year. The agenda has covered school grounds, how to spend the school budget, improvements to school buildings, behaviour and how to improve lessons. The class representative will tell their class what has been discussed and what action will be taken.

Racial Equality and Cultural Diversity

Problems of discrimination can arise in social institutions, including schools. At Roxeth we recognise the importance of the role of education in helping to break down disadvantages in our society.

General Principles for Dealing with Diversity at Roxeth

- An ethos and environment to provide a friendly, supportive and secure atmosphere for all children, acknowledging differing needs.
- A commitment to providing the best for every child including access to all school experiences regardless of age, physical or mental ability, ethnic origin or social background.
- The development of positive attitudes to, and understanding of diversity both in school and the community.
- Teaching which reflects our multi-cultural and multi-racial world in a positive way.
- Responding immediately to all incidents that give offence to others in respect of age, ethnic origin, gender, disability or social background.

Learning Difficulties and/or Disability (SEND)

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with learning difficulties or disabilities.

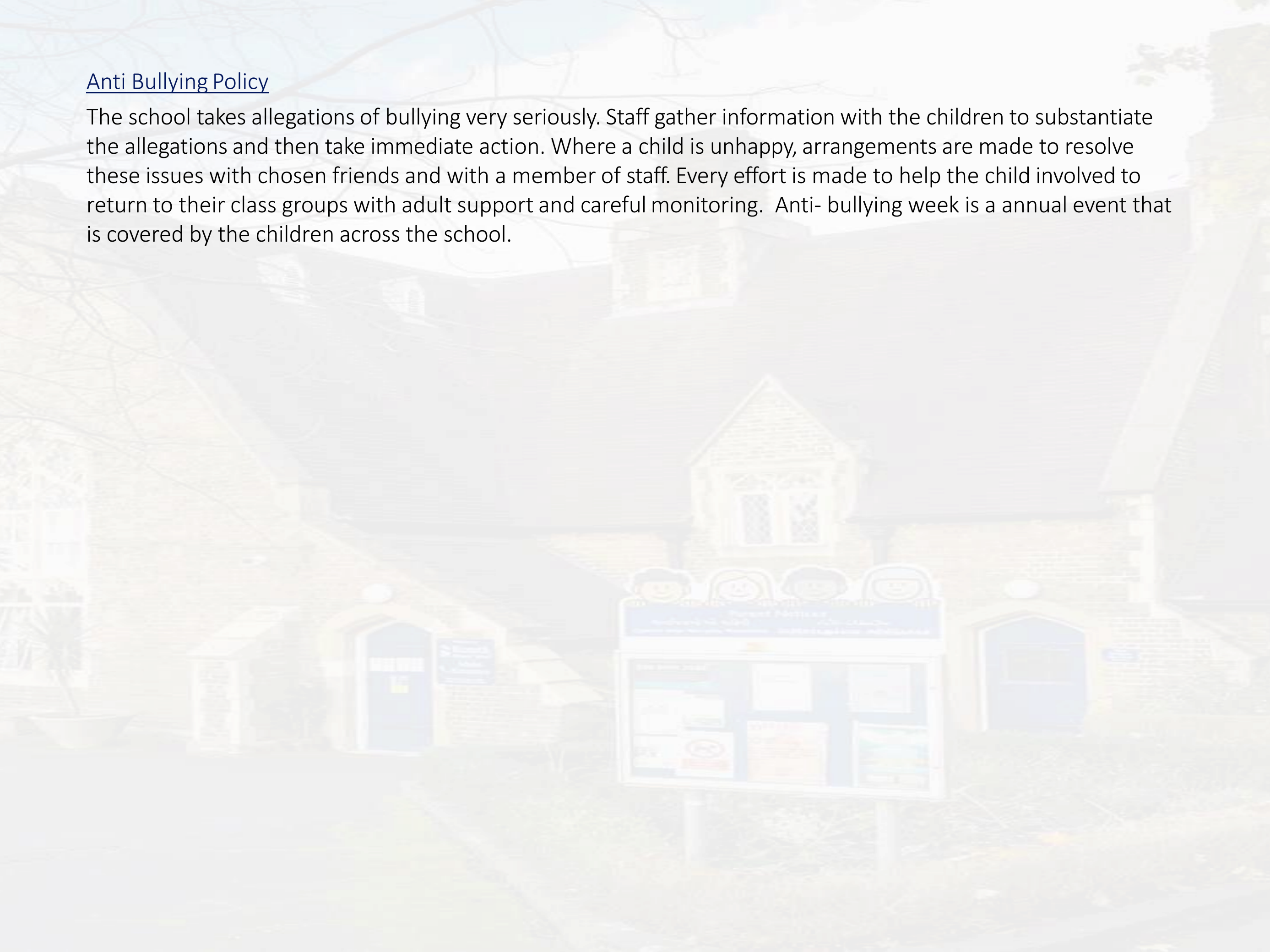
- We will ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- We will not treat a pupil with a disability less favourably than others because of the nature of his/her disability.
- We will make all 'reasonable adjustments' to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school.
- Children are assessed regularly by teachers. Where a child shows signs of difficulties in their learning or their behaviour, teachers use the school process to access support from outside agencies e.g. speech therapy, occupational therapy or counselling.
- Parents are alerted as early as possible and in partnership with the teacher decide on the next step. Each child receives their own Individual support Plan so that small targets can be set and monitored.

Children who are considered to be able in any way e.g. in PE or learning are given opportunity through extension activities to develop their skills further.

The inclusion/SENCO staff member is Mrs Ojo.

Anti Bullying Policy

The school takes allegations of bullying very seriously. Staff gather information with the children to substantiate the allegations and then take immediate action. Where a child is unhappy, arrangements are made to resolve these issues with chosen friends and with a member of staff. Every effort is made to help the child involved to return to their class groups with adult support and careful monitoring. Anti-bullying week is an annual event that is covered by the children across the school.



School Uniform

At Roxeth we have high expectations for our appearance and take pride in our uniform.

To order school uniform please visit <https://www.mandsyourschooluniform.com/>

The children are required to wear the following school uniform:

- Long grey or black trousers (short grey or black trousers in Summer)
- Black or grey skirt or pinafore
- White polo shirt
- White shirt or blouse
- Formal school sweatshirt or cardigan
- Socks - grey or white (no sports socks please)
- Roxeth formal school fleece jacket
- Blue, Black or White Hijab
- School cap to be worn in the Summer (this is optional but other caps are not permitted)
- Children should wear black sensible footwear. Children should not wear trainers, boots, high heeled shoes or beach wear to school.

Physical Education

Indoor P.E.	Outdoor P.E.
<ul style="list-style-type: none">• Blue or Black shorts• White plain t-shirt• Plimsolls	Blue or Black jogging bottoms White plain t-shirt Plimsolls Reception-Year 5 Trainers Year 6 only

P.E. kits should be kept in school during the week in a draw string sports bag. P.E kits can be taken home weekly for washing.

Swimming

- Swimming trunks for boys
- One piece swimming costume for girls
- Swimming cap
- Towel

The school cannot accept responsibility for the loss of, or damage to, any items brought from home. LOST PROPERTY – IF clothing is found and your child's name is clearly marked we return the item promptly. Lost property is displayed at regular intervals and unclaimed items are taken to local charity shops at the end of each term.

[Learning at Roxeth](#)

Children learn in mixed ability classes with a maximum number of 30 in each class. Year 5 and 6 children will be streamed into smaller groups. Each year group has extra support through the allocation of teaching assistant time.

We believe that all children are entitled to a broad and balanced curriculum, which is relevant to their individual needs. Children who experience difficulties, or who are greater depth, enjoy equal rights to the opportunities offered at our school. Our curriculum is based on the new National Curriculum guidelines 2014 and aims to promote the spiritual, moral, cultural, and mental and physical education of the children and to prepare them for the challenges and opportunities of life. The youngest children in Reception follow the Early Years Foundation Stage curriculum which encourages learning through play based activities and a wide range of first hand experiences in the local area. This leads into Key Stage 1 of the National Curriculum and allows children to explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

[English](#)

The English curriculum enables children to speak and write fluently. Through reading a range of high quality texts and developing a love of literature, children will build on their previous knowledge and explore new ideas and concepts. The variety of language that children hear and speak will engage them within the classroom and will help develop their grammar, comprehension skills and vocabulary and will link with their reading and writing through all areas of the curriculum.

[Maths](#)

Maths teaching at Roxeth aims to provide a wide range of learning to enable our children to be both confident and enthusiastic mathematicians. Mathematics teaching can be broadly divided into six main areas: Number, ratio and proportion, algebra, measurement, geometry and statistics. Children learn to apply these areas to 'real life' problem-solving situations and investigative activities. In Maths, an emphasis is placed on teaching a range of strategies to solve calculations, enabling children to choose a method which they feel confident with and can use effectively. These strategies can be found in the Roxeth calculation policy on our website.

[Science](#)

We aim to provide children with rich and meaningful opportunities to develop their knowledge of Science across the curriculum. We foster a learning environment where children are encouraged to build on their natural curiosity and initiate their own independent learning by asking questions and devising their own investigations. The progression of skills is evident during each school year and across the key stages building on the five different types of scientific enquiry. Children have access to a range of scientific equipment and technology including outdoor learning and the use of our Eco-Garden. A culture is developed where children are excited and eagerly look forward to their next science lesson.

Design and Technology

We aim to provide a wide range of experiences enabling children to:

- Develop a sound base of skills and knowledge leading to a confident approach to problem solving
- Nurture creativity and innovation working throughout challenges to gain a sense of achievement
- Make connections between their learning in school and the changes in today's technology.

Computing

Computing is taught as a subject in its own right as well as being used as a tool for learning across the curriculum. We have an ICT suite which each class uses during the week. We aim to develop pupils' computational thinking and creative skills, promote digital literacy and prepare our pupils to be safe, contentious and skilled digital citizens. Children also have access to school email and the internet and tablets which is closely monitored and filtered. Laptops, alpha smarts and Interactive Whiteboards enhance learning in the classroom in all subjects. Children also have the opportunity to use remote control toys, video and digital cameras as well as further advance control technology.

History

In History, children learn about people's lives and lifestyles from both the recent and more distant past, including those from Britain and the wider world. Pupils use different sources of evidence to investigate the past and to describe and compare events, people and developments. They learn that the past can be represented and interpreted in different ways. Children are also taught to organise and communicate their knowledge using a variety of media.

Geography

Children are taught to explore ways in which human beings interact with, and are responsible for, the environment. They have opportunities to learn about people and places on a local and a global scale and find out how and why changes occur. They use a variety of skills, including map work and field work and carry out investigations into the use of the environment.

Modern foreign language (French)

French is currently taught across Key Stage 2 (Years 3-6). There is a balanced programme in the skills of listening, speaking, reading and writing. Most of the teaching is through the medium of French. Our aim is for children to enjoy communicating in French. They also have opportunities to find out how the language works and to become familiar with the culture and geography of France. Children are expected to take an active part in lessons.

Music

Children are involved in a range of musical activities. They compose music of their own, either individually or in groups. There are regular opportunities for children to sing and play musical instruments. They are encouraged to listen attentively and to become involved in a variety of music – pop, classical, jazz, Asian and Afro-Caribbean. All children in Year 3 and Year 4 learn to play the recorder. Instrumental tuition is available for woodwind, strings and percussion instruments provided by Harrow Music Service, there is a charge for these group lessons which usually begin in Year 4. Members of the school band and choir take part in school and local concerts and have the opportunity to play in bands and festivals with other schools.

Physical Education

Through the P.E. programme in the school children improve their physical competence and are helped to experience success and enjoyment. They are encouraged to develop a healthy lifestyle and a positive attitude to physical and recreational activities. They learn the benefits of participation and the need to work co-operatively as a member of a team. They develop an appreciation of skilful creative performances across a range of physical activities. They are given opportunities to practise problem solving skills through physical competence to enhance their self-esteem. They are also encouraged to develop personal qualities of commitment, fairness and enthusiasm. P.E. and sports practices take place in the school hall or playground. Swimming, currently for Year 3 children, takes place weekly during the school day at John Lyon School's pool. No charges are made. Most children have two sessions of P.E. each week. The curriculum includes gym, dance, games and athletics. Junior school children are involved in regular sports practices, matches, borough leagues and competitions outside of school hours. Sports activities offered include football, netball, cricket, athletics and rounders. Wherever possible sports coaches, from outside organisations, are welcomed to work with groups of children. We also employ a sports leader who supports activities during and beyond the school day.

Art

Art lessons are concerned with developing visual communication and practical skill to enable the children to understand how ideas, feelings and experiences can be expressed. Activities in school reflect the practices of artists, craft workers and designers and include drawing, painting, graphics, print making, textiles, weaving sculptures and photography. Increasing use is made of computers.

[Religious Education](#)

The Religious Education syllabus follows the Agreed Syllabus of Religious Education in Harrow. Children are taught to look for meaning and purpose in life by asking questions about beliefs and values and by learning how different people have answered these questions of human concern. They are given opportunities to grow in awareness of themselves and the world around them. They acquire knowledge and understanding of the responses of religion to questions raised. They learn that these issues can be investigated through literature, sacred texts, religious buildings, artefacts and contact with people in local faith communities.

[Collective Worship](#)

“.. all pupils in attendance at a maintained school shall on each day take part in an act of collective worship and .. it shall be wholly, mainly or broadly Christian in character.” **Should you wish your child to be withdrawn from Religious Education or Collective worship or require further details, please contact the school.**

[Assessment](#)

Teachers assess children's progress regularly and use the information to plan the lessons each week. Children are given information about how to improve their learning through discussion in class and with their classmates. Informal discussions are held with parents where teachers have concerns about children's learning. During the autumn and spring term there is a formal meeting for parents with their child's class teacher and then a celebration of the children's learning at the end of the summer term.

[Reporting to parents](#)

Parents receive a report every term. The autumn report explains how the parent can help at home with their learning. The Spring report is detailed and explains what the child has achieved and their next steps. The final report in the summer outlines the child's achievements over the whole year.

[Access to documents](#)

In line with the Data protection act and GDPR all documents are may be available. Requests should be made in writing to the Headteacher listing the documents required. We are required to publish online details of how we intend the use the Pupil Premium Grant (PPG).

[Parking](#)

Parking space is very restricted both on Roxeth Hill and in Brickfields. When you park your car, please check that local residents can use their driveways. Parents are asked not to park on the zig zag lines outside of the school in indicated times. The Council do send enforcement officers regularly.

Home Learning

The school sees homework as an extension to, and a consolidation of, work being done in the classroom.

It will:

- Be set each week
- Contain clear instructions
- Be completed within a specified period
- Receive clear prompt feedback from the teacher

It is expected that homework will be carried out with care and attention and neatly presented. Home Learning is an important link between parents, teacher and children and is a shared responsibility. The school needs to be able to count on parents' support to see that Home Learning is completed. If there is a need for clarification or any difficulty arises, parents should check with the teacher. Home Learning diaries will be issued for this purpose for children in Year 6. Parents should check that homework is completed and then sign the diary.

It is important to:

- Provide a suitable environment
- Support where necessary
- Give encouragement and praise when work is completed.

Children with special education needs will be expected to do as much homework as possible in common with other children. Where necessary the work will be altered to ensure success. As children progress through the school the amount of homework will increase. The main focus will be English and Mathematics and other curriculum areas will have occasional assignments set. Regular reading is important. We recommend that all children read for a minimum of 10 minutes each day. Children will have a reading diary which must be signed and dated by parents on a regular basis.

Home Learning Timetable

Reception	10 minutes a day	Reading and relevant discussion, key words or spellings, maths games / activities.
Year 1 and 2	1 hour per week	Reading and relevant discussion, spellings – English, Maths activities.
Years 3 and 4	1.5 hours per week	Reading and relevant discussion, spellings, other English work, Maths work, with occasional assignments in other subjects.
Years 5 and 6	2 hours per week	Regular reading and regular discussion. Weekly schedule with continued emphasis on English and Maths with assignments in other subjects.

Roxeth Community Club (RCC)

Parents automatically become members of the association when their children join the school. The Association organises fun events for families in order to raise funds to provide extras for the children and the school. It also helps parents to get to know one another.

Events include:

- A Christmas fair
- Summer fair
- Movie night
- KS1 & KS2 Disco

Funds raised have purchased:

- The school mini bus
- Hall refurbishment
- Early Years resources
- Golden Time equipment
- Climbing Frame
- Stage Lighting
- Mobile Devices

All parents are invited to help organise the activities, any contribution of time, no matter how small is welcome.

Please contact us by email at rcc@roxeth.harrow.sch.uk or refer to the school website.

School Office Charity no: 1019351



Brickfields,
Byron Hill Road
Harrow
Middlesex
HA2 0JA

020 8422 1344

office@roxeth.harrow.sch.uk