



BROOKSIDE
PRIMARY

Excellence Everyday



Welcome to Brookside Primary School



ETHOS AND VALUES

At Brookside Primary School we aim to nurture happy, thoughtful children who grow up to make a difference in the world in which they live. 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 will work assiduously to meet their needs as 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 the 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.

At Brookside, 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 and is always treated in a manner that is appropriate and just. We therefore 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 Brookside, 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. Brookside 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.

At Brookside, we wish to promote positive attitudes in the children and amongst all other stakeholders. With this in mind, we seek to fulfil our commitment to you, unimpeded by expectations that would otherwise limit the progress of your child at school.

A handwritten signature in black ink, appearing to read 'Tishauna McMaster-Isaacs'.

Tishauna McMaster-Isaacs
Headteacher

'This is a happy and inclusive school, where everyone is known and valued.'

(Ofsted, March 2024)

'The school wants pupils to 'strive for excellence every day'. Pupils respond to these high expectations and work hard in lessons.'

(Ofsted, March 2024)

On Your Mark, Get Set READ!



Curriculum and Learning



At Brookside Primary, 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, Brookside Primary School 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, so the opportunities to offer first hand practical experiences within the wider community increase. This includes special visits, educational trips and residential.

By the end of the Early Years Foundation Stage (EYFS) children:

- ☆ Develop their phonological understanding and are able to segment and blend simple words so they can access simple or repetitive texts;
- ☆ Develop a joy for reading and want to explore and find out answers to questions raised;
- ☆ Express how they feel and are aware of how to manage their emotions;
- ☆ Develop an understanding of the concept of print of what a simple sentence is and can read and write them;
- ☆ Recognise numbers to at least 20 and understand their value;
- ☆ Use the correct vocabulary when talking about their learning.

End of Key Stage 1 children:

- ☆ Can read a range of age-appropriate texts with accuracy, fluency and expression;
- ☆ Have developed fluency in number which is age appropriate and can now undertake simple reasoning and problem-solving activities, applying their knowledge and understanding of number;
- ☆ Have developed their fluency in handwriting;
- ☆ Know what a good writer looks like for their age and use skills taught to write for different purposes and audiences;
- ☆ Understand the 6R's in the School and apply to day-to-day life as well as in school.

End of Key Stage 2 children:

- ☆ Are mature and independent learners and are equipped with the knowledge and skills to make the transition to secondary school;
- ☆ Have secured necessary knowledge, skills and understanding in reading, writing and Mathematics to help them access the wider curriculum;
- ☆ Are critical thinkers who are able to apply their higher order thinking skills in a range of learning in order to make a judgement.

We take an enquiry based approach to learning as we develop lifelong independent learners who are eager to learn and inquisitive.

'The school's work to ensure that pupils achieve as highly across the whole curriculum is a top priority for leaders and staff.'

(Ofsted, March 2024)



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.



'Pupils behave well, in and out of lessons. They are courteous, polite and respectful.'

(Ofsted, March 2024)



Enriching Learning



SCHOOL FACILITIES

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.

Throughout the School, the children are taught in classes not exceeding thirty in number. Every class has its own teacher and spends the majority of lesson time in their own classroom. These are appropriately furnished and equipped with quality resources. Each class teacher is supported by a Teaching Partner to ensure individual needs are met, allowing each child to make progress at their own pace and in their own way.

With the above in mind, Brookside is well placed to deliver the desired outcomes in a bright and airy learning environment which will inspire and motivate. To complement the main circulation areas, hall and library, the children benefit from the 'Brookside Garden' to enrich their curriculum experience. They also enjoy extensive outside play areas with a range of playground equipment, together with the well-maintained sports field to enhance learning.

OUT-OF-HOURS PROVISION

Brookside 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 are supported well to use what they already know and can do to make sense of new learning. They are encouraged to learn significant vocabulary specific to the subjects that they are studying. They receive ample opportunities to practise and consolidate their learning.'

(Ofsted, March 2024)



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 Admissions Team: admissions@trhat.org

THE
ROSEDALE
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ACADEMY TRUST

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