

ST AIDAN'S

Voluntary Controlled
PRIMARY SCHOOL

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Governors' school report 2019/20

As the Governors worked to put together this review of the last academic year, we were conscious that this was a year like no other. Whilst school life was significantly disrupted from March onwards, there were still many activities and achievements worth noting from the first two terms. Remembering and celebrating those successes seems particularly important this year.

There are also many people to thank, whose support and dedication has helped us navigate the many challenges that Covid has thrown in our path. In particular:

- the St Aidan's staff who were amazing in their dedication and commitment, and worked tirelessly to support children and their families;
- our parents, who have facilitated their children's education throughout, despite juggling work and many other pressures;
- our children, who have faced and already overcome so many challenges this year. Their resilience has been astonishing.
- the wider local community who have supported the school and other local residents through initiatives such as the food bank.
- my Governor colleagues, who have adapted readily to new ways of Governance and given up so much time to support St Aidan's.

We have included a section of the report specifically to cover how St Aidan's responded to the Covid situation but more broadly we hope that this report provides you with a useful overview about life at St Aidan's, our strengths and many of the activities we plan to return to as and when we can.

Helen Froggatt
Chair of Governors
October 2020



1 Summary of achievements

There are many things to be proud of throughout this report. A few worth picking out:

- The resilience and creativity of everybody in our community in supporting each others' wellbeing and learning from April to September, during lockdown.

...and before that:

- 100% of lessons were judged Good or better.
- A group of ten KS2 children won the STEM challenge day held at Greig City Academy.
- Our BAME pledge and initiatives following the Black Lives Matter campaign which included the publishing of guidance for parents on talking to children about race.
- Our Headteacher's strategic role in the LA as lead in our local Network Learning Community, Primary Headteacher representative for the Haringey Safeguarding Children's Board and consultant school improvement partner for Haringey Education Partnership.
- Our status as a 'communication friendly' school, Fair achiever school and Green flag eco school.
- A London Flower Society gold award and Haringey in Bloom gold certificate for our school garden.
- Our updated school website, new boiler, completed roof replacement works and development of the Star Shine Amphitheatre in the playground.

2 The role of governors

The role of governors is to support, advise, observe and challenge the school's leadership team. The St Aidan's Governing Body meets twice a term and governors also sit on at least one of three committees, each of which is focused on a different aspect of school life: Standards, dealing with teaching and learning; Resources, in charge of finance and site issues; Care and Communication, concerned with improving communications and the health/wellbeing of the children and staff. A team of Governors responsible for the religious character of the school also meets to review this aspect of provision to pupils.

During the Coronavirus pandemic, the Governing Body met virtually and, in addition to the normal schedule of meetings, convened several more to review and agree the school's approach to managing the consequent challenges.

- The Standards Committee worked with the School's Leadership team to set priorities for the academic year; regularly reviewed pupil progress and performance and was involved in appointing new members of staff.
- The Resources Committee were hard pushed to set a workable budget in face of the continuing squeeze on education funding and have continued to raise our concerns at the highest level with the local authority.
- The Care and Communication Committee was responsible for reviewing numerous school policies and keeping on top of the flurry of new ones this year.
- Alongside their various committee responsibilities, our two clergy Governors led religious assemblies and supported the staff team with the delivery of religious education at school.
- Each class teacher and governor has a lead responsibility for a particular area of the curriculum or pupil group and link up at least once a year so that governors can find out more about the school's approach to the subject and evaluate its provision. Governors also take part in Learning Walks led by the Headteacher to get a feel of how the school runs day to day.
- We continued to hold Governor Surgeries during the first two terms, on our Learning Bus or during parent consultation evenings, to give parents and carers the opportunity to meet

Governors and raise questions or issues that are important to them. Clearly not possible at the moment, this policy is now under review to find an alternative way for these discussions to continue.

3 Our School Development Plan

Each year we set priorities as part of our School Development Plan (SDP) and these are kept under regular review by the Governing Body. During 2019/20 the key priorities were:

1. Ensure St Aidan's has highly effective curriculum provision.
2. All pupils to achieve high standards across the curriculum with the aim of closing the gap and being in line with the London Top Quartile.
3. Develop outstanding practitioners by evolving pedagogy through the application of research.
4. Ensure the St Aidan's Eco agenda develops an understanding and commitment to protect the environment.
5. To become an adoption friendly school.

NB Some of these priorities were necessarily paused as a result of Covid.

4 Our teaching philosophy

We are committed to ensuring that every child receives high-quality teaching. In order to do so, senior teachers and advisors scrutinise teachers' lesson plans, look at children's books, observe teachers in action and ask children individually to talk about samples of their written work. Teachers monitor every child's progress and attainment in reading, writing, maths and science throughout the year, helped by software and support programmes, either Target Tracker or, more recently, Educater.

- Staff attend a wide range of training either individually or as a whole group. This year, there has been whole school training on Maths Mastery, ELKLAN (a speech and language programme) and child development approaches eg. Emotion Coaching.
- A whole school approach to language and literacy helped to develop all children's language, raise their motivation to read and raise the quality of their writing.
- All children in KS2 (7-11) took part in weekly enrichment sessions which included cookery, music, Global Citizenship, sport, art and Forest School until lockdown.
- There is a range of interventions, varying according to age, needs and progress, for those children who need additional support. The SENCo (SEND Co-ordinator) and Headteacher plan action for children with Special Educational Needs and Disabilities. Two experienced Learning Support Assistants work closely with the SENCo and class teacher to offer children from years 1-6 personalised interventions for literacy and maths. Every intervention is monitored and amended if it is not having sufficient impact. Where services are stretched but need is great eg. occupational therapy (OT), steps are taken to find alternative ways of providing support eg. children follow OT exercises twice a week in school.
- Many children with SEND have Pupil Profiles and Learning Support Plans (LSPs) drawn up by the SENCo after discussion with teachers, LSAs, the children themselves and their parents. These describe in general terms what they can do, what they find difficult, and what support works for them. Those with significant long-term needs have statutory Education, Health and Care Plans (EHCPs).

- Nationally and locally, there is concern about the underachievement of Black, Asian and Minority Ethnic (BAME) children. Despite making progress, BAME pupils' attainments often lag behind and it is difficult for them to make the exceptional progress needed to catch up. St Aidan's has signed the HEP BAME pledge and developed an Action Plan based on research and feedback from parents. All staff, and a number of governors, attended cultural competency training.
- Each year teachers identify children performing particularly well at a subject level as well as those with talents in other areas such as music and sport. Provision for these children is delivered in two ways: through differentiated teaching in class to ensure the work challenges them; and through opportunities for enriched learning. Outside school, opportunities include participation in inter-school competitions, sports and sporting competitions, and cultural trips. In school, opportunities include extension maths for Years 5 and 6 and free lessons to learn to play a musical instrument. Unfortunately, in 2019/20, many of the external opportunities for more able children (which often fall in the summer term) were cancelled due to Covid.

5 Pupil physical and emotional well-being

All staff and governors are vetted and trained in child protection and safeguarding. Governors' decision to pay for Education Welfare support has resulted in complex attendance issues being addressed. Attendance at the school was 96.46% in March (target 96%).

- The school runs a Breakfast Club, which is free to children entitled to free school meals, from 7.30 am.
- Regular assessments are carried out to ensure that the school is safe.
- Our school has been recognised as a healthy one, having gained the Silver Healthy Schools Award. We have been recognised as a 'water only' school.
- The school has maintained the Gold STARS award for its travel plan, which included considering air quality and the benefits of walking to school. We have published our own map, which outlines the 5 and 10 minute walking zones around St Aidan's to encourage walking to school.
- Children in each class from Years 1 to 6 take part in Sanjuro, a non-contact martial art, at the start of one of the school days each week, run by an ex-parent.
- Sports Premium funding has been used to train staff across the school in a wide range of PE activities including dance, gymnastics and various games.
- Children can participate in a range of after school sports activities, an after-school group for children who need support with developing social skills.
- We have three members of staff who are trained as Emotional Literacy Support Assistants (ELSAs) and a school counsellor for children with social and/or emotional difficulties. Specialist support in external settings is there if needed.
- Older children, including some with SEND, can apply to be trained as Playground Buddies to befriend others, and to resolve any playground conflicts. Competition for training is fierce.

6 Activities, events and trips

St Aidan's is committed to delivering a rich curriculum that exposes pupils to a wide variety of experiences and engages their interest in new areas. This is offered through a mixture of after-school clubs, visits, inter-school competitions and sporting trips.

In 2019/20 the range of clubs on offer to pupils was: football, street dance, choir, chess, multi-sports, drumming, fencing and netball. Parents were treated to some memorable performances from the choir and our great street dancers!



- Whilst Covid put an end to our Summer Term plans, St Aidan's pupils had already benefited from trips which included The Natural History Museum; The Jewish Museum and St Paul's Cathedral.
- Foreign language teaching remains a priority at St Aidan's. Years 1-6 all have a weekly French lesson with a native French-speaking teacher. Pupils in Year 4 also benefited from a year of Mandarin lessons.
- During Languages Day, visitors and parents shared their home language with groups of St Aidan's children. These included German, Turkish, Spanish, Balochi, Arabic, Swedish, Dutch, Polish and Greek.
- Music plays a big role at St Aidan's and typically our young musicians perform in school concerts and borough wide performances. Whilst we couldn't offer pupils the opportunity to perform in our usual summer concerts, we were able to participate in an online concert organised by Haringey music.
- Pupils in Year 4, and selected members of Year 5, enjoyed free whole-class music tuition in either the trumpet or clarinet through the Haringey Music Service.
- Pupils participated in inter-school competitions in poetry and STEM and regular Robotics sessions at Greig City.
- Black history month in October resulted in a great sharing assembly where all classes from years 1-6 presented their research on the achievements of a significant Black British person.
- Year 5 pupils supported Holy Innocents church with their Night Shelter programme, finessing their bed-making skills in the process!
- Every year group enjoyed pantomime performances from the Big Foot Theatre company (funded by our PSA).
- Pupils in Year 5 polished up their cycling skills with a series of cycle training lessons in small groups.
- And of course, Year 6 had their eagerly anticipated residential trip to Pendarren in Wales in December! They tried their hand at mountain walking, canoeing, high ropes, caving and bush craft and came back full of memorable stories.

7 Pupil inspired innovations

We have a long established School Council, run by the children with help from the staff, which we feel is a valuable way for the children to work to improve their school. Two children from each of the Years 1 to 6 are chosen as representatives and changed every year. Minutes from the meetings are shared with the rest of the school and published in Headlines. In 2019/20 they:

- Presented an assembly on this year's anti bullying week theme, *Change starts with us*. They also raised funds for the Anti-Bullying alliance by selling wristbands and rulers after school.
- Recommended to governors that school reps should be changed every 6 months to give more children a chance to represent pupils.
- Organised an assembly for Fairtrade week, focussing on the campaign to make sure cocoa farmers receive enough money to lead a dignified life.
- Proposed and saw the completion of the amphitheatre which replaced the Palace Garden.



8 Our Coronavirus response

- Initially, the school provided a childcare offer to those children whose parents were key workers and those with EHCPs.
- Class teachers and support staff, when appropriate, made weekly phone calls to all parents and sent home remote learning packs for the summer term. Our SENCO delivered sets of Widgets for everyday tasks eg. brushing teeth.
- All parents received a weekly letter via e mail with the plans for the week's learning. All work that children submitted was reviewed and the children received individual feedback.
- It was decided not to use video streaming because of the challenges this would present some families ie. those without easy online access who would be disenfranchised.
- For Y6 pupils with EHCPs, meetings were arranged with the SENCO of the receiving secondary school, LSA and parents to discuss their needs.
- Two ELSAs continued to maintain contact with two children with whom they had been working and the school's counsellor maintained contact by post and/or phone with all the children she had been seeing.
- Support staff took the opportunity to take part in a range of online training on English as an additional language, autism, dyslexia, trauma and mental health.
- For those children joining the school's Nursery and Reception classes, each teacher made a video introducing themselves to the children and produced new information packs for their parents.
- Plans were developed to support children returning to school in September, including those suffering from anxiety and those who had become disengaged from learning.
- St Aidan's was particularly well informed about the evolving situation due, in part, to our Headteacher's role as the Headteacher lead for our local network group of schools and our Chair's role as the Chair of Governors lead for West Haringey's Primary Schools.

9 Parental and community involvement

- The work on information sharing, completed with a group of adoptive parents, proved really useful at the beginning of the year.
- Children who would benefit from it had weekly support from reading volunteers.
- Our award-winning garden continued to be run by our amazing team of garden volunteers.
- Tracey Campbell began running a 6-session training course for parents once a week on positive parenting behaviour. About 30 parents attended the first session and more parents asked for sessions to be run after school so that they could attend. The course was funded by the PSA.

10 Our sustainable school

Our aim is to embed environmentally friendly and sustainable practices across all areas of school life, as set out in our Sustainable Procurement and Sustainable School policies.

- Originally comprising only 16 children volunteers plus some staff members, our Eco-team underwent a transformation after winning the Green Flag award earlier in 2019. Now everyone in the school is in the team. Each class forms an environmental action group to learn, discuss and raise awareness about the environment and take action.
- This year the whole school looked at pollution from Transport, globally and locally. We took part in the 'Masked Crusaders' campaign started by a Haringey parent to encourage drivers to turn off their engines when waiting, particularly outside schools. Pupils made 'anti-pollution masks' and campaigned around the school to alert drivers to their message.



- We were awarded TfL's STARS award for School of the Region – North London. STARS stands for Sustainable Travel: Active, Responsible and Safe, and aims to encourage young Londoners to walk, cycle and scooter safely and sustainably to school, reducing both congestion and pollution. The award recognized St Aidan's historic initiatives including cycle training for pupils in Years 4 and 5, closing the road for Play Streets, and developing a walking zone map to encourage pupils to walk within the area.
- Litter collections continued around the school and in the neighbourhood.
- The returnable milk bottle scheme started officially in Nursery and Reception classes, replacing cartons and plastic straws.
- We encouraged families to sign up to an e-petition asking Haringey to install water fountains and/or bottle refill stations in public spaces.
- At the PSA's instigation, a Terracycle scheme was initiated to support the recycling of difficult items, such as laundry packaging and foil wrappers for medication. The school now houses three bins for these items, and we look forward to the roll-out of the scheme.
- The children learned about Buildings and their emissions, designed their own environmentally-friendly homes from recycled materials and to eco-standards, and looked at the school's carbon footprint.
- To save energy and reduce emissions from the school's gas boiler, the children voted for a St Aidan's Woolly Jumper Day! The boiler's thermostat was turned down by 15% but because we all wore extra clothes nobody noticed!

11 Year 6 leavers

Staff at St Aidan's work very hard to ensure that Year 6 children are well prepared for transition to their secondary schools. Whilst Covid inevitably made the transition more challenging, the vast majority (90+%) of our Year 6 children returned to school in June and were able to prepare with their class teacher. Time is spent talking through any anxieties, role-playing possible scenarios and helping the children prepare for the changes to come, like following a timetable and finding their way around large buildings. Normally, during June, staff from some secondary schools in Haringey visit St Aidan's and some children then visit a Secondary School for a 'taster' day. Secondary schools were unable to offer this due to Covid this year but many ran virtual induction days and other innovative approaches to ensure Year 6 children were as prepared as possible for the transition.

The 27 pupils who left St Aidan's at the end of Year 6 in 2020 got places at the following secondary schools:

Haringey schools	
Greig City Academy	1
Heartlands High School	2
Highgate Wood School	5
Hornsey School for Girls	6
Other schools	
Arts and Media School, Islington	4
Belmont	1
Chingford Foundation	1
Forest School	1
North Bridge House	2
St Mary Magdalene Academy	3
William Ellis School	1