

Governors' school report 2018/19

What does St Aidan's mean to you? As I reflected on the last academic year, I was struck by the consistency of the views of pupils, parents, carers, staff and governors, that emerged when we reviewed the School's vision and values. Inclusiveness, Kindness, Resilience, Community, Peace and Sustainability – these are what matter at St Aidan's.

These values capture the spirit of our truly local school; where staff know and care about every pupil individually; where there is a genuine sense of community; where the relationships with others really matter; where our impact on the environment counts; where we equip children with life skills that will help them go on and achieve their potential. The Governing Body is committed to delivering the best outcomes for every child and is mindful of these values in the decisions we make.

Sadly, over the last year, the shortfall in education funding has remained and presented a very challenging backdrop. The Governing Body has worked hard to mitigate the impact of this shortfall and St Aidan's is fortunate to have a very active PSA whose financial support is invaluable, particularly at this time of increased need.

This report provides information on some of the many areas of life and work at St Aidan's. I hope you find it interesting and that it deepens your knowledge of what happens at the School. I would like to extend my thanks to all members of the Governing Body who give their time, expertise and energy to St Aidan's.

Helen Froggatt
 Chair of Governors
 December 2019

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1 Our successes this year

Details of St Aidan's successes can be seen throughout this report. A few highlights include:

- Review and agreement of the school's vision and values.
- Changes to the admission arrangements for children joining Reception.
- Changes in packaging of milk delivered to the school, the development of a school wild flower 'meadow' and installation of LED lighting.
- Success by Oscar, aged 7, whose design of a chicken chalet for the Farmvention competition won him a place in the finals and accompanying prizes for his peers.
- One teacher in each Key Stage being trained as a moderator for the LA.
- Continuing strong SATS results.

2 How the governors contribute to the leadership of the school

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.

- 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 worked hard to set a balanced budget, a very real challenge in face of the continuing squeeze on education funding. Despite this we were pleased to oversee improvements to the site and the IT provision.
- The Care and Communication Committee was responsible for conducting the annual parents' survey and following up some of the suggestions made. It was also responsible for reviewing numerous school policies and driving forward a new induction process for Reception children, following feedback from parents.
- Alongside their various committee responsibilities, our two clergy Governors lead religious assemblies and support 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 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 to give parents and carers the opportunity to meet Governors and raise questions or issues that are important to them.
 - This year the Governing Body undertook a complete review of the school's vision and values, inviting input from **pupils, ex pupils, staff, parents/carers and governors**. This thorough and inclusive process led to St Aidan's updating its vision and focusing on a smaller set of values that best represent what the School is trying to achieve for all its pupils.

3 What we are trying to improve

Each year we set priorities as part of our School Improvement Plan (SIP) and these are kept under regular review by the Governing Body. During 2018/19 the key priorities were:

1. Further develop the curriculum for pupils at St. Aidan's

- Teach Mathematics Mastery effectively from Reception to Year 6.
 - Incorporate the 'community of enquiry' into class teaching.
 - Ensure there are opportunities in the curriculum to illustrate being 'Black British'.
 - Embed the accelerated reader programme to enhance reading for pleasure and monitor texts that children are reading.
2. Ensure our school environment is fit for purpose and maintained to a high standard
 - Further develop eco ideas working towards our Eco Schools Green Flag.
 - Convert the Palace Gardens into an inclusive space for play.
 3. To become an Eklan communication friendly school
 4. To promote pupil wellbeing
 - Develop the role of the ELSA (Emotional Literacy Support Assistant) to support pupil wellbeing by supporting pupils and parents.
 5. To ensure all end of Key Stage measures are above national standards with the aim of being in line with the London Top Quartile
 - All pupils receive high quality, stretching daily maths lessons.
 - Ensure high standards are maintained in GPS (grammar, punctuation and spelling) teaching throughout the school.
 - Monitor pupil standards and progress effectively.
 - Ensure teaching meets the needs of the more able.
 - Monitor pupils entitled to the pupil premium and ensure their attainment and progress rapidly approaches those of other pupils nationally and in our school.
 - Monitor the induction and progress of children admitted mid-term.

4 Our SATs results

At the end of Year 6, children sit tests in reading, maths and GPS. These tests are set and marked externally. Writing is assessed by the child's teacher rather than being assessed by a test.

<u>Subject</u>	<u>St Aidan's</u>		<u>National</u>	
	Working at (or above) expected standard	Working above expected standards	Working at (or above) expected standard	Working above expected standards
Reading	89%	33%	73%	27%
Writing	85%	26%	78%	20%
Maths	82%	26%	79%	27%
Combined reading, writing, maths	78%	7%	65%	11%
GPS	89%	41%	78%	36%

When comparing figures it should be noted that, because St Aidan's is a small school, each child contributes approximately 3% to the total result.

5 How we ensure every child has appropriate teaching

- To ensure that every child receives quality teaching, 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 a software and support programme called Target Tracker.

- At the end of each academic year, those children not in Year 2 or Year 6 (ie. not taking SATs) sit standardised tests for comparison with other children of similar ages across the UK.
- Whole school approaches such as the Accelerated Reader and Power of Reading schemes help raise all children's motivation to read and the quality of their writing. This year, following training in children's language development, the school has been acknowledged as a Communication Friendly setting.
- There is a range of interventions, varying according to age, needs and progress, for those children who need additional support. Every intervention is monitored and amended if not having sufficient impact.
- Many children with special educational needs have Pupil Profiles drawn up by the inclusion manager, Learning Support Assistants (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. They also have Learning Support Plans (LSPs) that are reviewed termly with their parents, staff and the inclusion manager. Those with significant long-term needs may have statutory Education, Health and Care Plans (EHCPs).
- Nationally, the progress of children receiving free school meals is not as good as those who do not. Schools receive additional money, known as the Pupil Premium (PP), to close the gap. Additional money is also available for children in Care and adopted children (PP+). The progress of all these children, their levels of attainment and the use of this funding are all carefully monitored by senior management and governors. Most of the PP is used to provide additional support for learning but some is also used to provide free places in after-school clubs and to ensure that all children attend school trips, including, in Y6, Pendarren.
- This year, termly meetings with adoptive parents have been introduced to help address the issues presented by this group of children.
- The More Able register identifies children performing particularly well at a subject level but also 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 (eg maths, debating, sport); sports, like gymnastics, athletics and cycling; and trips to the theatre. In school opportunities include extension maths for Years 5 and 6 and free lessons to learn to play a musical instrument.

6 How we are working with parents and the community

We keep our parents informed about what happens at the school and with their children via the school website, email, text, the Headlines fortnightly newsletter, school notice boards and twice yearly parent consultations. There are numerous examples throughout this report of how the school involves parents and the wider community to enhance our children's experience. Below are some others.

- We have a very active PSA which this year hosted an Eco themed Summer Fair, the Christmas Fair, a quiz evening and, in collaboration with the school, the very popular fireworks' night celebration. Over 30 local businesses were persuaded to sponsor the school in various ways.
- Parents also got involved by, for example, offering their time in the school garden; as reading volunteers; running a netball club; as marshalls in the Stapleton Hall Play street session, and by sharing their individual skills e.g. during languages morning where they offered expertise in ten different languages, supporting a fantastic STEM week with a range of diverse opportunities for children across the school, felting the roof of our new bike shed and leading workshops on nutritious healthy eating for other parents.

- Our pupils, parents, teachers and governors were involved in the winter night shelter run at Holy Innocents Church, Hornsey. Children made up beds for guests and adults prepared breakfasts. Donations from the Harvest festival were taken to the Night Shelter and 100kg of food to the Holy Trinity Food Bank.
- Our choir performed at a concert at Holy Trinity church in aid of a prostate cancer charity. We also raised money for the Tottenham Refugee Alliance by holding a whole school cake sale.

7 Changes we have made following pupil feedback

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 2018/19 they:

- Appreciated the recognition of their contribution to their anti-bullying work; led on our anti-bullying work last year and led anti-bullying week in November, making a significant contribution to us being awarded a gold All Together anti-bullying award in September.
- Assisted in the design and development of the Palace Gardens into an inclusive space for play. This included reps consulting with children in their classes and the chairs meeting with all the companies who tendered for the contract and agreeing the final design.
- Communicating with Cool Milk, about their wish to change the packaging of our milk from individual tetrapak cartons with plastic straws to reusable glass bottles.
- Children across the school contributed artwork to the design on the Learning Bus, which was printed and displayed on the bus in November.
- Pupils in the Eco team made a significant contribution to school life with their choice of key issues for the year: litter, energy and our impact on marine life.

8 How we ensure our pupils are healthy, safe and well supported

Our school has been recognised as a healthy one, having gained the Silver Healthy Schools Award.

- All staff and governors are vetted and trained in child protection and safeguarding.
- Regular assessments are carried out to ensure that the school is safe.
- Older children, including some with special educational needs, are trained as playground buddies to befriend others, and to resolve any conflicts.
- 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.
- 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.
- We have a school counsellor and three members of staff who are trained as Emotional Literacy Support Assistants (ELSAs)
- 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.
- We have been recognised as a 'water only' school.
- KS2 children participated in dance, football, netball and cycling competitions against other Haringey schools.

9 The activities and options available to pupils

Delivering an exciting and rich curriculum to pupils remains a key focus at St Aidan's, igniting and engaging interest in as much as possible. We have a wide range of regular after-school activities and clubs: in 2018/19 these included football, choir, gymnastics, multi-sports, drumming, chess, gardening, coding club and netball.

Here are some of the things children have been involved in:

- Visits and trips to some of the many wonderful things London has to offer: The British Library; The Natural History Museum; The Jewish Museum; Finsbury Park Mosque; The Royal Festival Hall; The London Philharmonic Orchestra, The Docklands; The Transport Museum; The Ben Kinsella Trust; The Tate; St James' Church and Hornsey Fire Station. Lots of outdoor fun at Go Ape, The Phoenix Centre, Downhills Park, Adventure Island and Railway Fields.
- The Year 5 day trip to Paris – a very early start but the crêpes are worth it...and the Eiffel Tower of course!
- The Year 6 residential trip to Pendarren in Wales. Always a highlight – involving mountain walking, canoeing, high ropes, caving and bush craft.
- Music, music and more music! The KS2 choir, ably led by Tessa Padel, delighted audiences at concerts throughout the year at local churches, the MIND centre, at school and at the Wigmore Hall! We also saw some wonderful individual performances from children at the KS1 and KS2 concerts and parents/carers were treated to some fabulous music assemblies crafted by composer Kate Stilitz.
- 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 and performed at concerts to demonstrate their progress at school and at the Bernie Grant Centre.
- Pupils in Year 3 enjoyed a visit to Cross Farm and the House of Commons thanks to a winning competition entry from their classmate, Oscar. Well done Oscar!
- 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. In addition, pupils in Year 4 also benefited from a year of Mandarin lessons, through a partnership with St Mary Magdalene Academy.
- The annual 'French day', at which children are invited to dress in the colours of the French flag, included a French café, a French lunch menu and French playground games.
- During Languages Day, visitors and parents shared some of the many languages spoken in the St Aidan's community, including Arabic, Norwegian, Finnish, Japanese, Greek, Welsh, Swedish, Turkish and Russian!
- Our pupils also enjoyed contributing to the Crouch End Festival again, with some wonderful writing and art work on display.
- A group of pupils from across KS2, enjoyed a visit to the Victoria Theatre, including a 'meet the author' session as part of 'Wicked Young Writers'.
- Pupils participated in a range of inter-school competitions over the year such as: a poetry event at Greig City Academy; a dance festival at Highgate School and various sporting tournaments including football and netball.
- Joy Banfield organised a fantastic STEM week which saw St Aidan's host a huge array of visitors, from parents showcasing their work in STEM industries to scientists engaging children with some amazing explosions!
- Black history month in October was focused on Great Black British Achievers, and saw all classes from Years 1-6 choose a significant British Black person to research for their class project. The results were shared in a whole school sharing assembly.
- Faith week, led by Amanda Munn with support from Father Patrick and Father Ben, was a celebration of the variety of different faiths held by members of the school community, and focused on the theme of 'Renewal'.

- Year 5 pupils supported Holy Innocents church with their Night Shelter programme, finessing their bed-making skills in the process!
- ...and finally, Year 6 finished their time at St Aidan's by delighting audiences with their amazing production of Charlie and the Chocolate Factory.

10 How we ensure our school is sustainable

St Aidan's aims to embed environmentally friendly and sustainable practices across all areas of school life, as set out in our *Sustainable Procurement* and *Sustainable School* policies and this year the school achieved a Green Flag in recognition of this. The Eco-team, comprising 16 children volunteers as well as staff members, met every half term to steer work across the school and presented assemblies. This year the three areas of focus were: reducing plastic waste, reducing litter in the school and community and reducing energy consumption. These were reflected in lessons, as well as stand-out activities to raise awareness. Achievements included:

- LED lighting was installed throughout the school.
- Classes completed litter pickups both in the school grounds and in the surrounding streets.
- The ECO team successfully campaigned for milk for children in the Early Years to be delivered in returnable glass bottles instead of cartons with plastic straws.
- Children learned about alternatives to plastic and shampoos made from petrochemicals and experimented with making plastic from corn starch.
- Children planted a hedge by the perimeter fence and a wildflower 'meadow'.
- UCL students visited the school to work with year 6 monitoring air pollution.
- Gardening club provided an opportunity for children to learn about food production, reducing food waste, composting, pollinators and habitats.
- All classes planted and grew vegetables and fruit in the school garden.
- The school has maintained the 'Gold Standard' sustainable travel award from TFL.

11 What our pupils do after leaving St Aidan's

Year 6 children are well prepared for transition to their secondary schools. Time is spent talking through any anxieties, role-playing possible scenarios and helping them prepare for the changes to come, like following a timetable and finding their way around large buildings. 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. The 27 pupils who left St Aidan's at the end of Year 6 in 2019 got places at the following secondary schools:

Haringey maintained schools	
Alexandra Park School	2
Fortismere School	1
Gladesmore Community School	1
Heartlands High School	1
Highgate Wood School	14
Other schools	
Arts and Media School, Islington	2
City of London Academy	1
Forest School	1
JcoSS	1
Mary Magdalene	3