



Governors' school report 2021/22

Each year in the Autumn term, we reflect on the previous academic year at St Aidan's, remembering significant events that have taken place and thinking about what we've achieved. It feels genuinely refreshing to be reflecting on a year less dominated by Covid. We were able to return to welcoming parents and visitors into school and to take advantage of children returning to the trips and activities which help to enrich their time at St Aidan's.

Of particular significance to our whole school community was the departure of two St Aidan's legends. Tessa Padel (Deputy Headteacher and Inclusion Manager) retired at Easter after more than 20 years at the school, and in the summer we said goodbye to Anne Etchells, our Headteacher for the last nine years, who took up a leadership role with Haringey Education Partnership. It was lovely to be able to celebrate their huge contributions to the school through poetry, songs and beautiful artwork produced by the children. A huge thanks to the staff team who inspired and supported them in their efforts.

Change is always hard but it also brings with it new opportunities. At Easter, we were delighted to welcome our new Deputy Headteacher (currently Acting Head), Michael Speed, and our new Inclusion Manager, Lucy Spreckley. They have both made a tremendous start and we are already benefitting from their experience, skills and energy.

We hope you find this report interesting and that it helps to increase your knowledge of what goes on at St Aidan's.

Helen Froggatt
Chair of Governors
December 2022

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1 Summary of achievements

Details of what went on at St Aidan's can be seen throughout this report. A few highlights include:

- At a time when recruitment was particularly difficult, we successfully appointed a Deputy Headteacher and an Inclusion Manager during the Spring term; and a new Headteacher during the Summer term. Pupils took part in interviewing candidates for the Deputy and Headteacher posts and also answered questions from them. In answer to a question from one candidate, 'How do you feel to be part of St Aidan's community?', the children responded with 'grateful', 'privileged' and 'happy'.
- The St Aidan's choir joined the Haringey Schools' Music Festival to sing with other pupils at the Royal Albert Hall.
- Toyan Stewart successfully completed a government Kick Start placement at the school, working with Sam, and is now fully employed working for Haringey School Transport.
- Year 6 pupils raised £1301 for Save The Children's Afghan crisis appeal by organising an art competition for children in the school and carrying out a sponsored walk.
- A working party comprising parents, staff and governors put together an Anti-racism Action Plan, the first in the borough.
- The PSA raised over £7500 by holding a quiz evening for parents, disco for children, Christmas fair and Summer fair.
- Pupils took part in formal external assessments for the first time in two years; SATs for Years 2 and 6 and phonics assessments for Year 1. Staff and pupils worked incredibly hard and should be justifiably proud of an extremely strong set of results which were above the national average in all areas.

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.

The Governing Body continued to meet virtually and in addition to the normal schedule of meetings, convened several additional meetings to review school's approach to managing the Covid situation and its ongoing impact.

- 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, including a new Head Teacher, Deputy Head Teacher and Inclusion Manager.
- The Resources Committee regularly scrutinised school finances, which were still volatile as the result of Covid and other external factors. They agreed spending priorities for the year aligned to the School Development Plan and set the budget for the new financial year. We were also delighted to be able to deliver site improvements through the support of the PSA (new toilets for Red Class) and the Local Authority (fire doors and kitchen fire screens).
- The Care and Communication Committee kept under review numerous policies, amending as appropriate to keep them up-to-date and developed new ones including, with the help of parents and staff, an innovative Anti-racism plan. It was also responsible for conducting the annual children, staff and parent surveys and following up some of the suggestions made.



- 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 site walks, book scrutiny and meetings with School Council members.
- We pivoted from our usual face-to-face Governor surgeries and engagement during parent consultation evenings, to a virtual model to ensure parents and carers still had the opportunity to meet Governors and raise questions or issues that are important to them.

3 Our school development plan (SDP)

Each year we set priorities as part of the St Aidan's SDP. The draft plan is scrutinised by the Standards Committee and then approved by all Governors in October. Progress against the plan is kept under regular review by the Governing Body. The priorities for 2021/22 were:

1. Ensure St Aidan's has highly effective curriculum provision by ensuring there is ongoing review.
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 (LTQ).
3. Develop outstanding practitioners by evolving pedagogy through the application of research.
4. Review our staffing structure to ensure it best meets the needs of the school.

4 Our teaching philosophy

Quality teaching

- St Aidan's is committed to ensuring that every teacher has the skills to deliver quality teaching, the best way to help children learn. Staff training has always been a priority. During 21/22, particular emphasis was placed on ensuring a whole-school approach to the teaching of the new humanities and RSE curricula and a new approach to managing behaviour, based on understanding behaviour as a way of communicating.

Management of SEND and inclusion

- In March 2022, Tessa Padel, our DHT and Inclusion Manager, retired after 20 years' teaching at St Aidan's. The school was extremely fortunate in recruiting Lucy Spreckley to take over in what proved to be a seamless transition, thanks to Tessa's detailed handover arrangements and Lucy's focus and commitment.

SEND provision

- 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. 39 children also had Learning Support Plans (LSPs) which are reviewed termly with their parents, staff and the inclusion manager. 13 children with significant long-term needs had statutory Education, Health and Care Plans (EHCPs). All these Plans were reviewed last year.

Pupil Premium

- 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 leaders and governors. Most of the PP is used to provide additional support for learning and to provide free places in after-school clubs and ensure that all children attend school trips. However, the government has recognised the links between academic achievement and emotional and social wellbeing, so some funding has been used to help children develop their social and emotional literacy skills by engaging with a trained ELSA (Emotional Literacy Support Assistant).

BAME

- Nationally and locally, there is concern about the underachievement of 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. There are 27 BAME children in KS1 and KS2 at St Aidan's. Following discussion, the BAME working party (comprising governors, staff and parents) drew up an Anti-racism Plan, recommended practical actions and renamed itself the Anti-racism working party. As part of that plan, 2 pupils attended the Nia Academy. In recognition of its success, four more of our pupils will be attending Saturday school in Haringey during 2022/23, funded by the PP grant.

More able children

- Each year teachers identify children performing particularly well at a subject level as well as those with talents in areas such as music and sport. Provision for these children is delivered in two ways: through adapted teaching in class to ensure they are challenged in their learning whatever the subject; and through broader opportunities for enrichment. This year we have seen the return of more inter-school competitions in football and cycling; as well as cultural trips, for example to the theatre and music concerts. Within school there are opportunities for free musical tuition for some instrumentalists and our able coders were invited to a club to further develop their skills. Our more able pupil register is reviewed regularly by teachers as we recognise that children develop their talents at different rates.

5 Pupil well-being

- All staff had safeguarding training which this year focused on areas such as peer-on-peer abuse and domestic violence. They also had training on Zones of Regulation, a way of helping children recognise, express and control their feelings. The St Aidan's behaviour lead has commenced training with Tracey Campbell, a behaviour in schools specialist, with a view to implementing our new behaviour policy, which is based on the Anchor Approach.
- Individual and small group support for children with social and/or emotional difficulties has continued to be a priority. We identify children termly and set up programmes of support for them.
- Older children, including some with special educational needs, continued to apply to be trained as Playground Buddies to befriend others. Competition for training is fierce!
- A quiet room continued to be available for particular pupils at lunchtimes.
- Attendance for the academic year by summer 2022 was 93.82% with those being absent mainly suffering from minor illnesses.
- The focus during 2021-22 for St Aidan's has been the health and well-being of the children and how to sustain them through challenging times. Given restrictions on travel and visits in the earlier part of the year, we looked at how we could best use the school around us to support and care for pupils. Our school garden played a key part in this. It was revamped and revitalized in 2021 by St Aidan's parents, and the children reflected

their place in our school community by planting bulbs that flowered in their class colour, growing a 'Rainbow of Bulbs'. This created a calm, colourful outdoor place where children could talk about their concerns, engage with nature, and which, if struggling, helped them settle gently into school.

- Parent volunteers re-started the lunch-time gardening club for pupils this year with children learning how to grow vegetables, growing plants sustainably from seed rather than purchasing seedlings. Classes held a pumpkin-growing competition – the harvest was made into pumpkin cake for school lunches.
- The garden is where children can learn hands-on how to sustain nature and the living world – this year, they made bird feeders, established a wormery, and took part in the RSPB Schools Garden Watch for Birds in early spring. Year 2 pupils learnt all about the creatures they might find in our school garden, such as slugs, snails and millipedes, with a visit from Zoolab, an organisation which provides hands-on wildlife workshops for children.

6 Activities, events and trips

At St Aidan's, we are passionate about providing all children with a range of experiences and opportunities to engage and sustain their interest in different areas. This is done through a mixture of after-school clubs, school visits, inter-school competitions and sporting trips. At the start of the academic year (September 2021), some Covid restrictions were still in place which limited activities, but as the year progressed the opportunities grew and pupils were able to access some exciting activities and events.

- All Year 4 and some Year 5 pupils learnt to play either trumpet or clarinet, taught by specialist teachers from Haringey music service. Children had the chance to perform in concerts at various points in the year to demonstrate their progress.
- Children participated in a virtual harvest festival service and celebrated the generous donations made by St Aidan's families.
- Languages morning provided children with the opportunity to experience taster sessions in languages including Greek, Turkish, Polish, Hungarian, German, Swiss, Swedish, Arabic, Welsh and Italian. Thank you to all the parents who participated!
- In December, pupils were able to enjoy a virtual trip to the panto, to see Cinderella, courtesy of a St Aidan's parent. Years 1 and 2 were also treated to a Toy Project panto.
- Years 1 and 2 had visits to the Jewish Museum to support their studies.
- Literature was celebrated on World Book Day and a visit and book signing from author Elle McNicoll.
- Children and parents enjoyed a return to an in-person Easter service at Holy Trinity Church.
- Weekly swimming at South Haringay Primary School resumed for children in upper KS2.
- Our pupils participated in multiple cycling league events across Haringey at Finsbury Park, Ducketts Common and Downhills Park, football tournaments at the PowerLeague and an athletics event at the New River Stadium.
- In person music events returned with WCIT concerts, a KS2 concert and a fabulous trip for the choir to sing at the Royal Albert Hall as part of Haringey music festival.
- After-school clubs offered children the opportunity to take part in street dance, football, target training, choir, chess, drumming, cricket, fencing, performing arts and junior youth club.
- Year 5 visited the l'Institut Français and enjoyed crepes as a post-visit treat!
- Children and staff took part in a range of celebrations linked to the Queen's platinum jubilee.



- Windrush Day was remembered through a special assembly and a bespoke lunchtime menu.
- French café provided children with an opportunity to dress in the colours of the French flag and order breakfast in French.
- In May, we held Faith week, with the theme of 'peace', encompassing the variety of different faiths held by members of the St Aidan's community.
- We took part in 'The Big Walk & Wheel – an inter-school sustainable travel challenge. St Aidan's was 63rd out of 2440 participating schools and 6th in London!
- Purple class (Year 6) enjoyed a huge variety of events ranging from their residential week at Pendarren in Wales (back after a 2 year Covid gap), a trip to the Junior Citizens event, days out at the London Docklands and Southend and a visit to the Ben Kinsella trust.
- And last but not least, the PSA school disco and the talent show organised by pupils from Year 5, both proved very popular!

7 Our Coronavirus response

At the beginning of the academic year, all staff were mindful of the effects the long period of disrupted education might have had on children, not just on their progress and learning but also on their social skills and emotional wellbeing. The 'recovery curriculum', introduced in September 2021 helped children quickly re-establish a sense of belonging with the school and re-connect with other children.

- Many children who needed support were not able to attend school during the pandemic. For others, attendance was affected by ill health. Assessments identified those pupils who needed more support in these areas and, from the Spring Term onwards, about a third of children in KS2 received targeted support.
- The Mouse Project helped children make the transition to reception in September 2021 and worked particularly well for children who were feeling very anxious.
- A memorial service was held for Melanie Jack, a much loved LSA, and a memorial bench placed in the playground alongside a hawthorn tree which was planted in her memory.
- No classes were sent home during this year.
- Alternative ways were found to involve parents and carers. For example, children's books were sent home for the weekend so that parents could see them. All were returned on the following Monday.
- The mini marathon organised at Finsbury Park still went ahead but with children running the 2.6 miles around the school instead.
- The annual language morning also went ahead. Between them, parents, staff and children addressed pupils in 10 different languages.
- Covid restrictions were finally lifted at the beginning of the summer term.
- After-school clubs ran on and off throughout the year.
- Year 4 and Year 6 went swimming when they could, the Boys and Girls Football Tournaments, Roller Racing, Sports Day and the Dance Festival all went ahead, suitably modified.
- Haringey Music Service continued to provide lessons in violin, guitar, cello and piano. Every pupil in Year 4 was taught to play either the trumpet or clarinet.

8 Parental and community involvement

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, although this year some, like the Nativity Play had to be recorded in place of the usual live performance.

- There was no final year play but Year 6 parents got together to provide a memorable send off for pupils going on to secondary schools, by organising a barbeque at which every child was presented with a bound personalised memory book.
- We are incredibly grateful to the PSA for the additional funds they raise for the school and the imaginative ways in which they raise them. This year, they again held a competition to design greetings cards and held a takeaway curry evening and quiz evening and, during the summer, a Summer Fair at the school. Their funds paid for a weekly counsellor; carbon dioxide monitors for every classroom, headphones for the ICT suite and the rebuilding of the Red Class shed, as well as musical tuition for all children in Year 4.
- The school community also participates in local initiatives such as Living Advent.

9 Our sustainable school

Travel and transport

- St Aidan's retained its Gold level accreditation on the TfL Stars Sustainable Travel Programme, and continued to promote active ways of travelling to school. Pupils in Year 5 participated in Bikeability Cycle training to develop their confidence and skills when cycling London's roads. Ten pupils from years 4, 5 and 6 took part in the Haringey Cycling League competition with races throughout the year at local parks.
- The school participated in the spring 2022 Big Walk and Wheel Challenge organised by Sustrans to encourage walking, cycling and scooting to school. Over a 10-day period, children recorded how many days they travelled to school in a sustainable way. St Aidan's came 6th out of participating schools in London. We extended the scheme for the summer term, decorating selected pupils' bikes and scooters with a ribbon each week.

Waste and recycling

- We tackled our waste by reducing our use of single-use materials, and recycling others:
- we abandoned single-use throw-away Christmas hats and crackers this year. Instead, every child made their own from recycled and recyclable materials;
- we recycled our pre-loved coats and jackets with WrapUp London, a project which helps support homeless people through the winter;
- we recycled our school uniforms from older to younger children with a 'Pass On Your Uniform' sale.
- In May, St Aidan's children and their families joined nearly 10,000 pupils and 90,000 households across the UK in Greenpeace's Big Plastic Count to find out how much plastic waste we recycle or throw away. Year 6 took on the task of collecting and uploading the data from each class. Greenpeace found that more than 6 million pieces of plastic packaging were counted by a quarter of a million people in just one week!

Global perspective

- In November 2021, the UK government hosted COP 26, the global Climate Conference. Schools all over the UK participated in the push to raise awareness of climate change and how to live more sustainably. Children at St Aidan's held their own climate conference, wrote letters to the UK Prime Minister, and created artwork from natural materials which was displayed as part of an exhibition created by some St Aidan's parents at the global conference in Glasgow.

10 Where our Year 6 pupils go when they leave

At St Aidan's, we work very hard to ensure that Year 6 children are well prepared for transition to their secondary schools. The 23 pupils who left St Aidan's at the end of Year 6 in 2022 got places at the following secondary schools:

Haringey maintained schools	
Alexandra Park School	4
Fortismere School	1
Hornsey School for Girls	6
Heartlands	1
Others	
Arts and Media School, Islington	2
Camden School For Girls	1
Forest School	1
Highbury Fields	1
Elizabeth Garrett Anderson School	1
St. Mary Magdalene Academy	2
St. Marylebone School	1
Northbridge House	1
Queen's College	1