

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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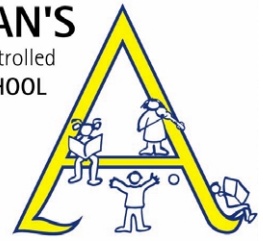
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Governors' school report 2020/21

During each Autumn term, we look back on the last academic year at St Aidan's and reflect on what we have achieved. 2020/21 was the second year to be dominated by Covid, with significant periods of remote learning for many children. Resilience is one of our core values at St Aidan's and it was certainly required in abundance during this period. Thank you once again to the St Aidan's staff team, our parents and our children for the strength and commitment they showed.

We were delighted to welcome all children back to school in March 2021 and despite the challenges faced over the year, there are many successes to highlight. We hope that this report provides you with a useful overview about life at St Aidan's.

Helen Froggatt
Chair of Governors
December 2021

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1 Summary of achievements

Despite the very challenging year, there were many things to celebrate within the St Aidan's community, details of which can be seen throughout this report. A few highlights include:

- Throughout periods of lockdown and the frequently changing national situation, St Aidan's remained open, offering hub-based learning for particular pupil groups and providing remote learning to those not on site.
- The recovery curriculum and Happiness Bags ensured children had a successful return to school in September.
- In March, the school supported children's well-being by involving every child in a collaborative piece of artwork.
- A Gold Award for parents in February in recognition of the support they had given their children during lockdown.
- Introduction of a new humanities curriculum linking Black history to the history curriculum, which has been extremely well-received by children.
- Celebrating UNICEF's World day for cultural diversity by asking each child to bring something to school which represented their family's culture.
- Completion of the Black, Asian and Minority Ethnic (BAME) review online following discussions with groups of children, parents, staff and governors which has provided a focus for continuing work in this area.
- An amazingly generous response from St Aidan's families following a plea from the local food bank.
- The completion of repairs to the hall roof and refurbishment of the outdoor toilets.
- The Headteacher's key role in supporting other schools both in Haringey and Enfield and co-ordinating our local network learning community of schools.

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 maintaining good 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. In addition to the normal schedule of meetings, several additional ones were convened 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.
- The Resources Committee monitored school finances regularly, which were particularly volatile as a result of Covid; agreed spending priorities for the year aligned to the School Development Plan and set the budget for the new financial year.
- The Care and Communication Committee was responsible for conducting the annual parents' survey and following up some of the suggestions made; understanding the engagement with remote learning and leading the review of numerous school policies, such as e-safety and Relationships and Sex Education (RSE).

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.

Since our usual face-to-face Governor surgeries were not possible we trialled 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

Each year we set priorities as the basis for our School Development Plan (SDP) and these are kept under regular review by the Governing Body. Governors originally approved the SDP in Autumn 2020, however, as a result of the Winter lock-down, it proved necessary to revisit the SDP; to 'pause' certain elements and focus more heavily on others. The Standards Committee, with input from our external School Improvement Partner, scrutinised and agreed these changes.

- Deliver our recovery curriculum and respond to the emerging needs of the school community. Plan for an effective remote curriculum and a blended model.
- Ensure St Aidan's has highly effective curriculum provision.
- All pupils to achieve high standards across the curriculum with the aim of closing the gap between different pupil groups and being in line with the London Top Quartile (LTQ).
- Develop outstanding practitioners by evolving pedagogy through the application of research.

4 Our teaching philosophy

At St Aidan's, we are committed to ensuring that every child receives quality teaching. Staff attended a wide range of training either individually or as a whole group. This year, there has been a particular emphasis on consolidating a whole-school approach to the teaching of the new humanities and RSE curricula. However, it was not straightforward ensuring that all children received quality teaching, given the amount of time most children were at home, learning online. Despite the difficulties, teachers continued to monitor every child's progress and attainment in reading, writing, maths and science in a variety of ways throughout the year. As a result, they quickly became aware that some children were struggling to access remote learning. These children were offered, and accepted, in-school provision during the second lockdown.

- The school offers a range of interventions for literacy, numeracy and social/emotional wellbeing, which vary according to the age, needs and progress of those children who need additional support. Every intervention is monitored and amended if it is not having sufficient impact. Once children returned to school, they completed specific assessments to ensure interventions were well targeted. About a third of children in KS2 were involved in an intervention, post-lockdown.
- There was a particular emphasis both in the autumn term after the first lockdown and in the summer term, after the second lockdown, on a 'recovery curriculum' which focused on children's well-being, re-establishing a sense of belonging and developing children's relationships with peers. All staff received specific training to develop a consistent approach to supporting children's emotional well-being and children completed a variety of whole school projects.
- At the end of each academic year, those children not in Year 2 or Year 6 (i.e. not taking SATs) take standardised tests for comparison with other children of similar ages across the UK. As there were no national SATs this year, children in years 2 and 6 took past test papers to monitor progress.



- Many children with special educational needs have Pupil Profiles drawn up by the Special Educational Needs Co-ordinator (SENCO), 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 SENCO. This year, most meetings with parents have had to be held online. Those children with significant long-term needs may have statutory Education, Health and Care Plans (EHCPs). These children were all offered a part-time place in school during the lockdown. Although they benefited from being in smaller groups, the lack of specialist advice and support from external professionals was a very real challenge.
- 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 school leaders and governors. Most of the PP is used to provide additional support for learning but in normal circumstances some is also used to provide free places in after-school clubs and ensure that all children attend school trips. This year, when most trips were not possible and clubs were closed until the summer, more has been used to support children's emotional and social wellbeing. In particular, counselling support to prepare Year 6 children for secondary transfer.
- Nationally and locally, there is concern about the underachievement of BAME pupils – despite making progress, their attainments often lag behind other groups and it is difficult for them to make the exceptional progress needed to catch up. St Aidan's has enrolled three pupils at a newly formed Saturday school in Haringey starting in September 2021 and has continued to implement recommendations made by Marva Rollins' review.
- Each year teachers are asked to 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 (e.g. maths and debating); sports and sporting competitions, like gymnastics, athletics and cycling; and cultural trips, for example to the theatre and music concerts. In school opportunities include free lessons to learn to play a musical instrument. Our more able register is reviewed regularly as children develop their talents at different rates.

5 Pupil physical and emotional well-being

All staff had safeguarding training – with an emphasis this year on issues that were anticipated to emerge due to COVID and lockdown. They also had training from Anchor, a programme that helps school staff support the emotional wellbeing and mental health of children, and learnt about Zones of Regulation, a way of helping children recognise, express and control their feelings.

- Individual and small group support for children with social and/or emotional difficulties was increased.
- Older children, including some with special educational needs, continue to apply to be trained as Playground Buddies to befriend others. Competition for training is fierce. A quiet room is available for particular pupils at lunchtimes.
- Despite restrictions, Year 6 attended a session on knife crime awareness at the Ben Kinsella Trust in Islington, a priority for the school given the current risk for young people in the community.



- Attendance for the academic year by the summer was 96.4% with those being absent mainly suffering from minor illnesses.
- The loss of a much-loved member of the school's staff team, Melanie Jack, was keenly felt across the whole school community. The Bishop of Edmonton presided over a memorial service, necessarily small due to Covid restrictions, but arrangements were made to include the wider school community by filming the event and tying ribbons to a memorial bench in the playground, the latter donated by the PSA.

6 Activities, events and trips

St Aidan's is committed to delivering a curriculum rich in knowledge and experiences that exposes pupils to a wide variety of opportunities and engages their interest in new areas. This is offered through a mixture of after school clubs, visits to places of interest, inter-school competitions and sporting trips. Periods of lockdown during the year and Covid safety measures, eg. class and key stage bubbles and limits on gatherings, placed some significant limitations on the experiences we were able to offer. However, with some creativity and use of virtual software, our pupils were still able to access some exciting activities and events.

- The teachers from Haringey music service were able to teach on site for much of the year, providing cello, violin, piano and guitar lessons. All of Year 4 and some Year 5 pupils continued to enjoy trumpet and clarinet whole-class teaching (WCIT) in person.
- Children participated in a virtual harvest festival service and celebrated the generous donations made by St Aidan's families.
- In December 2020, all pupils were able to enjoy a virtual trip to the panto, to see Aladdin (he's behind you!), courtesy of a St Aidan's parent.
- Years 3 and 4 had virtual visits to the British Museum to support their studies of the Indus Valley and Egypt (Year 3) and the Romans (Year 4).
- Normally, a small group of KS2 children have the opportunity to visit St Paul's cathedral and take part in a service led by the LDBS (London Diocesan Board for Schools). This year the service was virtual and available to all children.
- In March 2021, children attended a virtual world book day with presentations from authors such as Michael Rosen.
- Whilst children were not able to attend the usual Easter service at Holy Trinity, Fr Patrick Henderson hosted a virtual service for the school.
- From the 8th March all children were back in the classroom and Green class (Year 3) got involved in a local eco initiative to plant trees in Finsbury Park, working alongside the park ranger.
- In April 2021, Indigo class were finally able to get into the water and started their weekly swimming programme at South Haringay Primary School.
- After school clubs resumed for children in the summer term, offering opportunities to take part in street dance, football club for three different age groups, multi-sports, choir, chess, drumming and fencing. All clubs were organised to ensure they operated within our key stage 'bubbles.'
- In May 2021, Year 4's football team competed in a Haringey football tournament alongside 20 other schools. St Aidan's girls football team, made up from Years 4-6, also took part in a similar borough-wide event.
- Whilst Year 5 didn't make it to Paris in person, they had a virtual visit with the support of l'Institut Français, followed by crepes cooked by Charlotte Beddoes, our MFL teacher.
- Purple class, although having missed out on Pendarren, were able to make the usual end of school trip to Adventure Island, in Southend!



- Purple class also put together a production of A Midsummer Night's Dream for their Year 6 play. Sadly, we couldn't have a live audience but it was filmed so families could enjoy all their efforts and acting prowess.

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. Unfortunately, the Council was only able to meet once, during the Autumn Term. During this meeting they reviewed the role of the School Buddy, including a role of befriender.

- Despite the obstacles, children have continued to come up with innovative ways of raising money for a variety of charities, including dressing up in their pyjamas for the day to raise money for BookTrust; a sponsored Walk Around the World and cake sales. They have contributed to the cost of a defibrillator and continued to support a 14-year-old child in Burkina Faso through Plan-UK.

8 Our Coronavirus response

- When children returned to school in September 2020, we implemented a recovery curriculum to support children with rebuilding relationships and re-establishing routines successfully. The emphasis was on preparing for the changes of returning to school, both for those who had been learning at home and for those who had been attending the hubs in school.
- In the Autumn term 2020, we were hugely fortunate to have no COVID cases within the staff or pupils and managed to keep the school fully open for the whole term without the need to close any bubbles.
- From January 2021, St Aidan's organised in-school provision for some children in four hubs: Nursery and Reception; Years 1 and 2; Years 3 and 4; Years 5 and 6. We received considerably more requests for in-school provision from children of critical workers than during previous lockdowns and worked hard to balance the demand for the limited number of places available within the different hubs.
- We were fortunate to be particularly well informed about the evolving Covid situation due, in part, to our Headteacher's role as the lead for our local network group of schools and our Chair of Governor's role as the local governance lead for West Haringey's Primary Schools.

9 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 many of these methods had to be adapted and took place as online events.

- Events included visits to the school for prospective parents, parent consultations, the Nativity play and Year 6 panto (both of which were recorded).
- 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, in the absence of a summer fair, a take-away curry evening and online auction.

- PSA funds paid for a much-needed weekly counsellor; a parent workshop called Behaviour Basics for 30 parents; the refurbishment of the outdoor toilets; 30 laptops for the ICT suite; a new cooker and musical tuition for all children in Year 4 in either the trumpet or the clarinet.
- The school community participated in local initiatives such as Living Advent and GiftedLocal; and raised over £8000 through the 80 Days Around The World initiative.

10 Our sustainable school

We aim to embed environmentally friendly and sustainable practices across all areas of school life, as set out in our Sustainable Procurement and Sustainable School policies. In 2020/21 achievements included:

- Fairtrade week;
- recognition of Clean Air Day when children learned about the key sources of pollution and how to keep our air clean;
- celebrating Walk to School week during which children devised arguments to persuade parents who drive to leave their cars at home and walk to school instead;
- bikeability training for Year 5 pupils to develop their road cycling skills;
- achieving Gold level accreditation on the TfL Stars sustainable travel programme;
- pumpkins grown in the school garden by all classes were served roasted or in a pumpkin cake by the school kitchen.

11 Where our Year 6 pupils go when they leave

St Aidan's works very hard to ensure that Year 6 children are well prepared for transition to their secondary schools.

The 27 pupils who left St Aidan's at the end of Year 6 in 2021 got places at the following secondary schools:

Haringey maintained schools	
Alexandra Park School	5
Fortismere School	2
Greig City Academy	2
Highgate Wood School	4
Hornsey School for Girls	1
The Grove	1
Other schools	
Arts and Media School, Islington	3
Ashmole Academy	1
Forest School	1
Highgate School	1
Latymer School	1
St. Mary Magdalene Academy	3
St. Marylebone School	2