



Governors' school report 2022/23

Each year in the Autumn term, we take stock of the previous academic year, reflecting on our progress, challenges, significant events and what we've achieved. The last year was a very busy one!

Michael Speed, supported by Lucy Spreckley, led the School admirably through the Autumn term with Kate Stevens taking over the reins in January. Kate got to grips with life at St Aidan's very quickly, bringing with her plenty of enthusiasm and fresh ideas! Kate has already got to know lots of families and had the opportunity to see the wonderful St Aidan's community in full swing at events like the PSA Summer Fair. 2022-23 also saw a much fuller school calendar, with many more trips and school events; a longed-for return after the disruption that Covid brought.

We also welcomed three new governors to the Governing Body, and I would like to thank them and the rest of the governors for their time and commitment.

I hope you find this report interesting and that it helps to increase your knowledge of what goes on in your school.

Helen Froggatt
Chair of Governors
October 2023

Contents

1	Summary of achievements	2
2	The role of governors	2
3	Our school development plan (SDP)	3
4	Our teaching philosophy	3
5	Pupil well-being	4
6	Pupil-inspired innovations	5
7	Activities, events and trips	5
8	Parental and community involvement	6
9	Our sustainable school	7
10	Where our Year 6 pupils go when they leave	8



1 Summary of achievements

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

- We welcomed Kate Stevens, our new Headteacher in January 2023. Many thanks to Michael Speed, our Deputy HT, who led us so smoothly through the Autumn term.
- Our children in Year 2 and Year 6 took part in national assessments (SATs) and achieved a fantastic set of results, above the national average in all areas.
- The gap between the achievement of our Priority Ethnic Group (PEG) children and non-PEG children decreased.
- Our school was complimented for maintaining a 95% average attendance - above the national average which was around 92.5% across all schools.
- School Council members and Playground Buddies led assemblies to mark key events.
- Face-to-face meetings, school events and PSA events returned.
- The school community made generous donations to the Foodbank and Night Shelter.
- Peripatetic music teachers continued teaching violin, guitar, cello and piano on-site.
- A counsellor from Hope in Tottenham supported individual children, weekly.
- We held parent workshops on behaviour, keeping safe, internet safety and mental health.
- Boxercise took place every morning. Parents were encouraged to watch or take part!
- The school website was updated, Headlines got a new look and we hit Twitter (now X)!

2 The role of governors

The role of governors is to support, advise 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**, which covers teaching and learning; **Resources**, dealing with finance and site issues; **Care and Communication**, concerned with the wellbeing of the children and staff and with communication.

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 was delighted to be able to finally resume meetings in person but also retained the option of doing so remotely when more convenient.

- The **Standards Committee** worked with the School's leadership team to draw up the School Development Plan (SDP), setting priorities for the academic year; critiqued the School's Self Evaluation document (SEF) and regularly reviewed pupil progress and performance, to ensure children got the support they needed.
- The **Resources Committee** scrutinised school finances regularly, which remained very challenging. They agreed spending priorities for the year aligned to the SDP and set the budget for the new financial year. Following the recommendations of a safeguarding inspection, Haringey agreed to fund further security enhancements to our site, both at the main school and Nursery, starting with higher fences and new gates.
- The **Care and Communication Committee** reviewed numerous policies, amending them as appropriate to keep up-to-date and compliant. It monitored closely the wellbeing of pupils and staff and was 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 curriculum area. This enables governors to find out more about the school's approach to the subject and evaluate its provision and progress against the SDP. Governors also take part in site walks, book scrutiny and meetings with School Council members.

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 2022/23 were:

- Ensure St. Aidan's has highly effective curriculum provision by ensuring there is ongoing review.
- All pupils achieve high standards across the curriculum with the aim of closing the gap and being in line with the London Top Quartile (LTQ).
- Develop outstanding practitioners by evolving research to evolve our thinking and best practice.
- During a period of transition due to changes in the leadership team, ensure there is clarity in responsibility in key roles and effective handover.

4 Our teaching philosophy

Quality teaching

- We are 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 2022/23, particular emphasis was placed on ensuring a whole-school approach to behaviour. Ways of managing behaviour are now more aligned and consistent across the school.
- Teachers were trained in 'cold-calling' techniques in class, which aim to give all pupils an opportunity to contribute in every lesson and to check their understanding of concepts.
- Another focus was spelling - a spelling scheme called Spelling Shed is now being used by all teachers to support the teaching of spelling.

SEND (Special Educational Needs and Disability) 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.
- 35 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 are reviewed annually.

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 help 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, to provide free places in after-school clubs and ensure that all children attend school trips.
- The government has also 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. We have two trained ELSAs (Emotional Literacy Support Assistants), a counsellor and a new intervention aimed at developing friendship skills for children who need this.

Ethnic Groups which are a priority for the school (PEG)

- Nationally and locally, there is concern about the underachievement of certain groups of children. In Haringey, this is particularly evident in Afro-Caribbean and Turkish children. Despite making progress, these pupils' attainment often lags behind their peers and it is difficult for them to make the exceptional progress needed to catch up. There are 22 PEG children in KS1 and KS2 at St Aidan's.
- The PP grant has been used to pay for four Afro-Caribbean pupils to attend the Nia Academy Saturday school where they have made good progress.
- We set up a working party, made up of governors, staff and parents from our PEG, to help us address the issues. In 2021/22, the group formed itself into the Anti-racism working party, drew up an Anti-racism Plan and recommended practical actions that the school could take. In 2022/23, the group re-assembled, reviewed progress and suggested further actions. Amongst its' decisions was to extend membership to all parents, call itself the Racism Awareness group (RAG) and to meet termly.

More able children

- Each year teachers identify children performing particularly well at a subject level as well as those with talents in broader 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.
- In 2022/23 we saw the return of more inter-school competitions in football and cycling; as well as cultural trips, for example to the theatre and music concerts. At school there are opportunities for free musical tuition for some instrumentalists and our able coders were invited to an after-school 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

- A major focus during 2022-23 for St Aidan's was the mental health and well-being of the children. We have increased the amount of mental health support offered to children by having a trained counsellor once a week and two trained ELSA staff delivering sessions.
- Trailblazers has become a part of our mental health offer and has carried out 1:1 and small group work along with offering support for parents.
- Mindfulness workshop sessions were given to the year 4 cohort in which they learnt relaxation techniques to help with anxiety.
- Individual and small group support for children with social and/or emotional difficulties has continued to be a priority. We identify such children termly and set up programmes of support for them such as friendship skills,
- All staff had safeguarding training which this year focused on areas such as peer-on-peer abuse and online safety including filtering systems. 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 continued her training with Tracey Campbell, a behaviour-in-schools specialist, and implemented our new behaviour policy, which is based on the Anchor Approach. All staff received training in this.
- All staff received training in 'racism awareness', which has helped to shape our Curriculum and led to more diverse resources and books being available.
- The StAR system has been incorporated into everyday life at St Aidan's and is constantly used in conversations with children.



- Older children, including some with special educational needs, continued to apply to be trained as Playground Buddies to befriend others. This popular training is met with keen engagement by participants.
- A quiet room continued to be available for particular pupils at lunchtimes.
- New zones have opened to the children at lunchtime including a quiet, sensory zone and use of the garden.
- Our school garden continues to offer learning opportunities for the children and is overseen by parent volunteers. All children planted 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.
- E-safety workshops were delivered to all children in KS1 and KS2.
- Our year 6 cohort attended a police workshop on knife crime.

6 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.

- They listen to other children in their class and represent their views to staff.
- They organise special assemblies such as Anti-bullying week and produced an interactive display in the school.
- Children continued to come up with innovative ways of raising money for a variety of charities, events such as dressing up in their pyjamas for the day to raise money for BookTrust; a sponsored Walk Around the World and cake sales. They contributed to the cost of a defibrillator and continued to support a 14-year-old child in Burkina Faso through Plan-UK.
- They also came up with ideas for lunchtime clubs. For example, a group in year 4 created an inclusive art club that ran for a term.
 - Minutes from the meetings are shared with the rest of the school and published in Headlines.

7 Activities, events and trips

At St Aidan's we work hard to provide all children with a range of experiences and opportunities to allow them to try new things and to foster and sustain interests in different areas. We do this through a mixture of in-school activities and events, school visits, after-school clubs and inter-school competitions and sporting trips.

It was great to see a return to a fuller range of exciting activities and events in 2022/23. Some fabulous pictures from this year's visits were shared with parents through Headlines.

- We have discovered the benefits of starting the day with some exercise, and this year we've seen the joy and energy that Boxercise brings! Children from Years 1-6 have a session at the start of the day on a rota basis.
- 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 harvest festival service at Holy Trinity Church and celebrated the generous donations made by St Aidan's families.



- After-school clubs offered pupils the opportunity to take part in football; street dance; choir; basketball, boxing & fitness; chess; target training; multi-sports; drumming; performing arts; youth club and languages for life.
- Languages morning was a wonderful event, engaging parents and staff who speak other languages to provide children with taster sessions in a range of different ones. This year's languages were Polish, German, Arabic, Portuguese, Spanish, Catalan, Italian, Danish, Dutch, Hungarian and Greek. Thank you to all those who participated!
- We had a great Faith week in May with visits for every class to a place of worship or religious history, including Finsbury Park Mosque, Neasden Temple, Muswell Hill Synagogue, Holy Trinity Church and the Jewish Museum.
- Literature was celebrated on World Book Day and included author visits in person from Philip Hartley and, virtually, from Alesha Dixon.
- Children and parents enjoyed the return to in-person services at Holy Trinity Church at Christmas, Easter and to celebrate our Year 6 leavers.
- Children in upper KS2 had weekly swimming sessions at South Harringay School.
- Pupils from across the school took part in several sporting events in Haringey including a dance festival, a cycling league, football tournaments and athletics events.
- In-person music events ranged from WCIT concerts; a joyful KS1 nativity; a guitar concert; the choir performing in a concert in aid of Ukraine and a magical Year 6 production of the Heroes of Troy!
- Children enjoyed the enrichment London has to offer with visits to the British Museum and Science Museum for multiple classes and also to Bruce Castle.
- Year 5 had a great day trip to Paris, with the chance to practise speaking French, ordering their crepes!
- Year 6 enjoyed a variety of events ranging from their residential week at Pendarren in Wales in October, to a trip to the Junior Citizens event, a day out in Southend and a visit to the Ben Kinsella knife crime trust.
- Pupils in Year 5 took part in a performance poetry competition and the School also organised access to the National Youth Jazz Collective and the Young Artists Summer Show at the Royal Academy for pupils across KS1 & 2.
- Visitors to the school ranged from authors (talking about literature), the police (talking about internet safety and social media to upper KS2), to BACE (a charity specialising in supporting education in West Africa).

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. Parent class reps also communicate with parents via WhatsApp groups.

There are numerous examples throughout this report of how parents and the wider community are involved in enhancing our children's experience. During Covid, many of these activities had to be suspended but last year, they were able to take place once more.

- Events included the leavers' BBQ and leavers' play, a curry evening, quiz evening, children's disco and summer and Christmas fairs, all run by our wonderful PSA. The money they raised paid, amongst other things, for a weekly counsellor, music tuition for every Y4 pupil (clarinet or trumpet) and the refurbishment of toilets in Red and Orange classes.
- The ever-popular Gardening Club, run by parent volunteers, also resumed with some of the fruits of the club's labours enjoyed in school lunches.

- The school community took part in local initiatives such as Living Advent, a concert at Holy Trinity Church, which raised funds for Ukraine, and a chess tournament for Y4 to Y6 pupils at North Harringay School where our pupils won several medals.

9 Our sustainable school

Travel and Transport

- St Aidan's again retained its Gold level accreditation on the Transport for London Stars Sustainable Travel Programme. The school continued to promote active ways of travelling to school, such as walking, cycling and scootering, and the children presented an assembly about this.
- In the summer of 2023, children also took part in Walk to School Week. Pupils carried out surveys and developed their IT skills by uploading the data on modes of transport used.
- To develop their abilities, confidence and choices around active travel, 50 pupils in KS2 took part in the Haringey Cycling League with races throughout the year in indoor and outdoor facilities.

Waste and Recycling

- In the Autumn term, we encouraged pupils ahead of those long winter nights, to snuggle up and read with a 'pre-loved' book by holding a Book Swap in the school.
- Our Pass on your Uniform 'sales' have been so successful in recent years that this year we held two! Parents could give a small donation if they chose, and in this way the school supported families and the planet.
- Year 4 learned all about a plastic bag recycling project in the Gambia through the story of 'One Plastic Bag' in their Literacy lessons. They were inspired to recycle their plastic bags from home, plaiting them and making key rings which they sold at school. All proceeds went to Building and Assisting Communities in Education in Gambia who visited the children.

Looking to the Future

- Governors and senior leaders at the school took part in Climate training from ARUP, a global collective of engineers, designers, and sustainability consultants dedicated to sustainable development. They learned about the causes and challenges facing a changing world, and initiated the first steps towards developing a climate action plan for St Aidan's, looking at our curriculum, the site, our community and our values.



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 27 pupils who left St Aidan's at the end of Year 6 in 2023 got places at the following secondary schools:

<u>Haringey maintained schools</u>	
Alexandra Park School	7
Greig City Academy	7
Hornsey School for Girls	6
Highgate Wood Secondary School	1
<u>Others</u>	
The Grey Coat Hospital	1
Channing School	1
Forest School	1
Gladesmore Community School	1
St. Mary Magdalene Academy	1
St. Marylebone CoE School	1