

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Aidan's Voluntary Controlled Primary School

#### Vision

At St Aidan's, our vision draws inspiration from St Paul's first letter to the Corinthians, "but now are they many members, yet but one body" (1 Corinthians 12:20)

We cultivate an environment where diverse strengths, cultures and experiences are recognised and valued. We welcome and include every member of the school community. We provide strong foundations that give children the confidence and self-belief to thrive academically and grow personally. We work to ensure that each child is nurtured to be ambitious, resilient, resourceful, curious and creative, ready to make full use of the opportunities that life will bring. We prepare children for their life beyond St Aidan's; to look outwards, to contribute to the wider community and to be global citizens – embodying the spirit of 'many members, yet one body'.

St Aidan's Voluntary Controlled Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The school's Christian vision serves its diverse community well. This means that those who enter the school, work and achieve as 'one body'. As a result, staff and pupils are able to experience a sense of life in all its fulness.
- A strong commitment to inclusion means that those who most need support and nurture thrive alongside their peers. This is complemented by a celebration of unique talents and abilities, in order that individuals can succeed in their own special way.
- The strength of the 'one body' of the school is based on respectful and trusting relationships. This results in an acceptance which invites one and all to belong and to contribute. Personal and professional support for staff, pupils and their families means that members of the school body flourish.
- The religious education (RE) curriculum is relevant and well sequenced. It promotes pupils' individual thinking and supports them well, as they learn to navigate and appreciate a range of opinions and ideas.

#### Development Points

- Assess the effectiveness of the school's approach to spiritual development. This is to ensure that it explicitly enriches the staff and pupils' experience of the whole curriculum.
- Build on the current framework for collective worship, so that there are more regular and varied opportunities for spiritual flourishing.
- Strengthen pupils' understanding of how they can make their world a more just and equitable place. This is so that they can challenge injustice actively and in an informed way.



## Inspection Findings

### Vision and Leadership

The Christian vision of the school is based on St Paul's metaphor of the church as one united body. It is very well suited to the context of St Aidan's. School leaders have evaluated their vision and values in the light of a new leadership structure for the school. These principles serve the community effectively, by recognising and celebrating its rich diversity. The vision is articulated clearly and proudly by pupils and by adults, because they are able to see it being lived out. Collaboration with the Diocese of London has supported the school in navigating some changes and sensitivities in relation to being an effective Church school. Governors work with the school vision as 'the constant' which has rooted them and their work in biblical foundations. They have ensured that they have been part of the joint messaging about the Christian vision. For example, they have attended key meetings with parents. However, governing body meeting records do not always explicitly reference how the vision influences their ongoing monitoring and evaluation of the school as a Church school. The growing partnerships with St Michael's primary school and with other external agencies are helping the 'body' to grow and to flourish.

### Vision and Curriculum

The curriculum of St Aidan's is closely aligned with the vision, to prepare its pupils for the opportunities that life will bring. It promotes curiosity about the world that the pupils are encountering, helping them to find answers to 'big questions'. The school's shared approach to spiritual development, which is relatively new, is not established within the curriculum. This means that pupils are missing a breadth of opportunities to explore how their spiritual creativity can be nurtured. Parents affirm that the school 'empowers' their children, including those deemed disadvantaged or vulnerable, through the curricular and extracurricular offer. This includes giving equal access to trips and after-school clubs, through appropriate funding. The whole humanities curriculum helps pupils to see the relevance of religion across society and through the ages. This means that they can make meaningful links within their RE learning, which is further enhanced by visits to local places of worship.

### Vision, Justice and Responsibility

Pupils are articulate and enthusiastic members of their school council. Their classmates understand their own role in sharing their views through their elected school councillors. Examples of their efforts include improving the school menu and making the school garden fit for purpose. This means that they promote the school's values of being 'together, kind, and strong'. This makes pupils responsible for each other's wellbeing and means that they make the school a better place. Pupils are also able to look beyond the school in their support for the local foodbank and offering friendship to elderly residents in care homes. In looking at 'faces and places' through portraits, pupils are demonstrating their responsibility for respecting difference and diversity locally. However, pupils' understanding of supporting good causes is not linked to a sense of why some people encounter injustice in the world. This means that they do not know how they might make a difference by championing justice for others. There are some early seeds of the understanding for justice through sustainability. One example is involvement in the 'green schools' project.

### Vision and School Culture

At the heart of the school vision is an understanding that 'we all flourish differently'. This means that inclusion is a golden thread in setting the positive and welcoming culture of St Aidan's. There is a kind and loving acceptance of the wide diversity found in members of the school community. This leads to a firm commitment to meeting the needs and the challenges of pupils with their families, in equitable and collaborative ways. Internally, staff members have the skills and confidence to support those who have additional needs. Those specially trained in trauma-informed approaches and in regulating pupils' emotions ensure that they are integrated well and included where possible. Externally, partnerships with a range of agencies enhance the support that can be offered. Adults who work in the school are very well supported, both personally and professionally. Parents are



invited to be members of the 'one body', describing how they are included as helpers as soon as they volunteer. Practical ways of celebrating the difference and diversity of the vision, such as cultural day, are highlights in the school year. Current school leaders have ensured that a prayer room is being offered for pupils during Ramadan. The nurturing environment at St Aidan's is built on secure and trusting relationships. These can be seen in the openness and availability of staff for families, which is modelled and promoted by school leaders.

#### Worship and Spirituality

Collective worship demonstrates that the school is one body, which includes those who profess a faith and respects those who do not. The sense of gathering and belonging is strong. The words of the Christian vision and linked values are displayed each day, underlining their centrality for the school's shared life and experiences. A carefully structured programme across the week means that pupils learn about Bible stories, sing together, and celebrate their diverse talents. On some days, adults and pupils are invited to focus on practical and personal ways of responding to worship. At other times, they look 'outwards', in order to look at topical events and think more deeply about the wider world. There are limited opportunities for pupils' spiritual flourishing in the context of worship, although reflection is used effectively for their personal development. The school has been sustained by a strong church partnership locally, despite there being no vicar at Holy Trinity church. This has been a creative collaboration, supporting worship planning and delivery, and contributing to learning in RE. Pupils and adults treat worship with calm and reverence, ready to listen and respond in their own way.

#### Religious Education

The RE curriculum is relevant and well sequenced. It builds effectively on pupils' prior knowledge of a range of world faiths. This means that they are able to use subject-specific vocabulary accurately and are prepared for life in a religiously diverse world. There is less confidence in pupils' understanding of non-religious worldviews. However, they are encouraged to develop their personal worldview, within a safe space in the RE classroom. They are able to disagree well, expressing their ideas and opinions respectfully and thoughtfully. The school maintains a supportive and fruitful partnership with the diocese. This includes meeting a staff request for training, which deepened teachers' understanding of the curriculum. Pupils' knowledge of a range of religious worldviews makes them confident in discussions at home. RE makes a significant contribution to the appreciation of diversity and difference which is integral to the school's Christian vision.

## Information

Address	Albany Road, London N4 4RR		
Date	20 May 2026	URN	102132
Type of school	Voluntary controlled	No. of pupils	215
Diocese	London		
Headteacher	Jade-Simone Bacon (executive headteacher) Jade Hitchens (head of school)		
Chair of Governors	Sarah Shaughnessy		
Inspector	Virginia Corbyn		