

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

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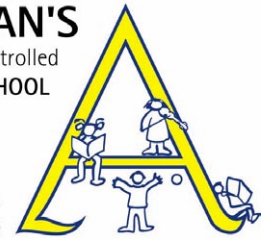
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Governors' school report 2016/17

This is the end of my first year as Chair of St Aidan's Governing Body. I would like to extend my thanks to Jetta Norton, our previous Chair, for her excellent stewardship, commitment and support. We are delighted that she remains on the Governing Body. It is a huge privilege to undertake the role of Chair. St Aidan's is a vibrant, diverse and innovative school with a fantastic staff team and an engaged parent body. Yet again, the strong partnership between the School, children and parents has resulted in many great successes and high aspirations for the year ahead.

One clear benefit of this partnership has been our resilience. The last year has not been without its challenges: changes in education policy and school funding have been well publicised and to the forefront in the minds of teachers, parents and governors. The St Aidan's community has come together to face these challenges, and will continue to work together to ensure our fantastic school continues to thrive.

I 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
November 2017

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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:

- Strong SATs results.
- Development of the banks as a play space, funded by the PSA.
- A memorable STEM (Science Technology Engineering and Maths) week.
- Another astonishing year of musical performances.
- Our 'play streets' afternoon.
- A successful faith week.
- The delivery of our Learning Bus.
- The fantastic film made by St Aidan's parents, highlighting the impact of budget cuts for schools and featuring St Aidan's children.
- Being selected as a 'champion school' for the Mathematics Mastery programme.
- Continued improvements to the school building and grounds, thanks to our amazing new site manager, Sam Hadfield.
- The St Aidan's chickens!

2 How the governors contribute to the leadership of the school

The role of the governor is that of supporting, advising, observing and challenging. Last year saw the reconstitution of the Governing Body and streamlining of the committee structure which has proved very successful, improving efficiency and minimising duplication. The new committees are: Standards, dealing with teaching and learning; Resources, in charge of finance and site issues; Care and Communication, concerned with improving communications and the health and well-being of the children and staff; SIAMS, responsible for the religious character of the school.

- The **Standards Committee** reviewed school data and pupil progress; helped to set priorities for the academic year and was involved in appointing new members of staff.
- The **Resources Committee** helped set a balanced budget for 2016/17 in the face of dwindling funds. It was involved in bringing in-house the catering and site management and moving the cleaning services to a new contractor.
- The **Care and Communication Committee** had a very busy year making major amendments to important policies due to changes in legislation. It was also responsible for conducting the annual parents' survey and following up some of the suggestions made.
- Alongside their committee responsibilities, our two Church governors continued to lead religious assemblies. With much sadness, we lost the services of Fr Tim Pike when he moved to a new ministry in Croydon.
- Each class teacher and governor have 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 curriculum and the way it is taught. Governors also take part in Learning Walks led by the Headteacher to get a feel of how the school runs day by day.
- We started a 'Governor Surgery', to be held every half term, to give parents and carers the opportunity to meet governors on a regular basis and ask questions or raise issues that may have come up.

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 2016/17 the key priorities were:

- a. To enhance the teaching of the core subjects:



- to ensure our teaching of reading, grammar and spelling meets the needs of children and is consistent across the school;
 - to extend teaching of Mathematics Mastery into Reception and Year 3 and the key principles across all year groups;
 - to ensure there is consistent practice in Science teaching across the school.
- b.** To further enrich the curriculum for our pupils:
- to train a member of staff as a Forest School leader and start to embed these sessions into our curriculum;
 - to introduce the teaching of classics into Year 5;
 - to enhance our computing curriculum with the introduction of Robotics in partnership with Greig City Academy;
 - to keep chickens at St Aidan's.
- c.** To ensure that pupils make outstanding progress across the school:
- to embed the robust use of Target Tracker for every pupil in the school;
 - to ensure that pupils receive effective feedback.
- d.** To ensure our school environment is fit for purpose and maintained to a high standard:
- new site manager and cleaning contractor working effectively to ensure high standards;
 - to continue to work towards our Eco Schools Green Flag status;
 - working with Haringey to ensure roof replacement project in Summer 2017 is effective;
 - to create a Learning Bus to accommodate intervention groups.

4 Our SATs results

At the end of Year 6, children sit tests in reading, maths and grammar , punctuation and spelling (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 standard	working AT (or above) expected standard	working ABOVE expected standard
Maths	78%	33%	75%	23%
Reading	78%	30%	72%	25%
Writing	82%	41%	76%	18%
Combined reading, writing and maths	70%	15%	61%	9%
GPS	74%	52%	77%	31%

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

5 How we ensure every child has appropriate teaching

In line with the New National Curriculum, teachers monitor all children's progress throughout the year. Their attainment in reading, writing, maths and science is categorised as 'beginning', 'working at expected levels' or 'secure' for their age group.



- Along with most schools in Haringey, at St Aidan's we use a software and support programme called 'Target Tracker' which helps teachers monitor progress in Reading, Writing, Maths and Science.
- As well as these teacher assessments we use standardised tests for those children not taking SATs in Year 2 and Year 6 to compare their performance with those of a similar age across the UK.
- In order to ensure quality teaching for every child, senior teachers and advisors scrutinise lesson plans, look at children's books and observe teachers in action. This ensures that standards remain high and that all children are taking part.
- During 2016/17 there was a particular focus on reading and maths. This led to the introduction of a new intervention to support reading comprehension, 'Reading between the Lines', which supports the development of inferential thinking in reading.
- Some children need additional support, sometimes in small groups, sometimes individually. Interventions vary according to their age, needs and progress. As a result of the general reduction in schools' budgets, particularly for children with Special Educational Needs and Disabilities (SEND), we have had to become increasingly creative in the use of our funds. Every intervention is scrutinised to ensure that it is having a positive impact.
- All staff attended training on the difficulties associated with poor memory and strategies that might help.
- Many of the children with special educational needs have learning support plans (LSPs) that are reviewed termly with their parents, staff and the inclusion manager. They also have Pupil Passports drawn up by the inclusion manager, learning support assistants (LSAs), the children themselves and their parents. These describe what they can do, what they find difficult, and what support works for them. Following feedback, parents of children with Education, Health and Care Plans (EHCPs) now have an opportunity to talk about their child with their child's LSA at the start of the autumn term.
- 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, which is used to close the gap. The progress of these children, their levels of attainment and the use of this funding are all carefully monitored by senior management and governors.
- More able children have had a variety of additional provision including a maths challenge club for children in Years 5 and 6, additional maths lessons run by Highgate school for Year 5, children from Years 5 and 6 won an inter-school quiz, children from the chess club won a Haringey chess championship and talented writers from across the school won prizes in the Crouch End Festival writing competitions.

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, class blogs, school notice boards, curriculum evenings 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 a Summer Fair with the theme 'Peace and Love', the Christmas Fair, a 'French café' morning, a Quiz evening and, in collaboration with the school, the very popular Fireworks Night celebration. The parents persuaded over 30 local businesses to sponsor the school in various ways.
- Parents continue to support the school by offering their time in the school garden, as reading volunteers and by sharing their individual skills e.g. during language morning.



- 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. Gifts from the harvest festival were taken to the Night Shelter and Holy Trinity Food Bank.
- Our choir performed at a concert at Holy Trinity church in aid of MIND.
- We have been working with Haringey and the Mind Centre on Stapleton Hall Road to breathe new life into the banks under the Parkland Walk Bridge as part of the 'Transforming Minds' project.
- Parents and members of the community contributed to our first Faith Week by speaking to classes and supporting assemblies.
- A continuing popular programme is the Arsenal Double Club where pupils in Years 5 and 6 split time after school between working on literacy and receiving football coaching. Some very lucky pupils had the opportunity to play on the pitch at the Emirates Stadium.

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. Minutes from the meetings are shared with the rest of the school and published in Headlines.

- In 2016 the School Council achieved recognition from Rt Hon John Bercow, the Speaker of the House of Commons, for their work with the PSA to develop the banks area into an exciting play space, rather than being an area that children were not allowed to access.
- Following the introduction of our Scrapyrd Playpod the year before, the Playpod Ambassadors held a creative design and build competition for the rest of the school.

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

Our school has been recognised as a healthy one having been awarded the Bronze Healthy Schools Award; we are working towards gaining the Silver 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 achieved the Gold Award for its travel plan, which included considering air quality and the benefits of walking to school.
- Sports have continued to thrive this year thanks to the dedicated Sports Premium and its enthusiastic implementation by Nicola Sykes. It was used to train staff across the school in a wide range of PE activities including dance, gymnastics and various games.
- The whole school participated in a dance festival, sharing a variety of dances developed during PE lessons.
- Children can participate in a range of after school sports activities.
- All children from Years 1 to 6 take part in Sanjuro, a non-contact martial art, at the start of the school day each week.
- KS2 children participated in football, dance, athletics, cross country and cycling competitions against other Haringey schools.



9 The activities and options available to pupils

Children have access to a wide range of activities and clubs: pre, during and after school. This year these included gardening, football, choir, gymnastics, fencing, multi-sports, drumming, chess and coding club.

We pride ourselves on the rich curriculum delivered to pupils. Below are some examples of what children have been involved in:

- Foreign language teaching is highly valued at St Aidan's. There are weekly French lessons for Years 1 to 6, Mandarin is taught in Year 4 and there is even some Latin for Year 5 as part of the Classics for All programme.
- During our Languages Day, visitors and parents shared some of the many languages spoken by pupils at the school, including Arabic, Hungarian, Greek, Turkish, German and Russian!
- Year 5 pupils visited Paris for an exciting day of sightseeing.
- The choir, under the guidance of Tessa Padel, continued to delight the school community in a range of performances at school, Holy Trinity Church, the Bernie Grant Centre and the MIND centre.
- Haringey Music Service offers instrument tuition within the school day, and pupils are given opportunities to perform at assemblies and concerts throughout the year. Year 4, and selected members of Year 5, enjoyed whole-class music tuition in either the trumpet or clarinet and performed in numerous concerts to demonstrate their progress.
- Pupils from Year 6 organised the St Aidan's talent show, where children from across the school signed up to sing, dance, play and show off their sporting skills. Year 6 also thrilled pupils and parents alike with their end of year production of Matilda.
- Year 6 pupils had a fantastic 5-day residential trip to Pendarren in Wales, involving abseiling, climbing, canoeing, caving and bush craft.
- St Aidan's has participated in a range of inter-school competitions this year including: a land development enterprise event in Stratford; a dance festival at Hornsey School for Girls; a Spelling Bee; the Haringey inter-school chess tournament and the Haringey inter-school quiz – both of which our pupils won!
- Sports continues to thrive at St Aidan's and this year saw children competing in athletics against other Haringey schools, as well as a range of cycling events including a trip to the Herne Hill velodrome and participation in the Park2Park cycle ride. The whole school enjoyed a fantastic end of year trip to the World Para Athletics in the Olympic Stadium.
- Some Year 5 and 6 children in Double Club experienced a day they will never forget...playing on the pitch at the Emirates Stadium!
- In June, St Aidan's were delighted to participate in the Crouch End Festival again, with considerable success in the Creative Writing competition.
- St Aidan's pupils continued to benefit from all that London has to offer, with visits to the Museum of London, the British Museum, the Jewish Museum, Finsbury Park mosque, St Paul's Cathedral, the Wolves Lane Centre, Hampstead Heath, the Arthouse Cinema and some tree-top fun at Go Ape.

10 How we ensure our school is sustainable

We continue to work towards becoming an Eco School. Notable achievements this year were:

- Regular meetings of our ECO team, comprising pupils from Ys1-6, members of staff, the local community and a governor. They are working towards the Green Flag award for ECO schools by auditing and improving practices across the School.



- Reducing paper usage by, for example, emailing letters to parents; ensuring environmentally friendly chemicals are used in school; involving children in a variety of areas including reducing food waste and developing composting of uncooked food waste.
- Lessons in which children's understanding of sustainability is developed.
- The continuing development of the St Aidan's garden, supported and cared for by a dedicated team of parents. Many pupils also enjoy the weekly gardening club run at lunch-time. Fruit and vegetables are grown using harvested rain water and composted waste and without the use of chemical pesticides.
- The successful 'Grow a rainbow' project, where each class used their area of the garden to grow vegetables and flowers matching their class colour.
- Runner up in the annual Haringey in Bloom competition for Greener School Grounds.
- Maintaining the TfL (Transport for London) Gold status award for our School Travel Plan.
- Working with Haringey on the launch of Playstreets, which involved Stapleton Hall Road being closed to traffic for 2 hours on a Friday after school, allowing the children the opportunity to play safely in the street.
- Maintaining the Fairtrade status award. Children across the school participate in a Fairtrade steering group to celebrate and promote Fairtrade. Highlights of the Fairtrade activities this year were the Fairtrade Cake sale and the Fairtrade stall.

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 28 pupils who left St Aidan's at the end of Year 6 in 2017 got places at the following secondary schools:

Haringey maintained schools	
Alexandra Park School	4
Fortismere School	1
Gladesmore Community School	1
Heartlands High School	1
Highgate Wood School	7
Hornsey School for Girls	3
St Thomas More	1
Other schools	
Arts and Media School, Islington	3
Channing School	1
City of London School for Boys	1
Highbury Fields	1
Maria Fidelis	1
Mary Magdalene	1
Northbridge House	1
William Ellis	1