



# St Aidan's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

---

School address	Albany Road Stroud Green London N4 4RR
Headteacher	Mrs Rosetta Dyer
Type of School	Primary
Status	Voluntary Controlled
Unique Reference Number	102132
Diocese	London
Local Authority	London Borough of Haringey
Date of last inspection	September 2007

---

Inspection date	8 <sup>th</sup> November 2012
National Society Inspector	Gladys Vendy (NS 299)

---

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **Context**

St Aidan's is a one form entry school with a nursery class. It draws pupils from a wide area of mixed social circumstances but with pockets of severe socio-economic deprivation. 40% of children are from minority ethnic backgrounds. About a quarter of the pupils speak English as an additional language. There are a small number of pupils from practising Christian families. All the world faiths are represented. The school has gained the full international school award.

### **The distinctiveness and effectiveness of St Aidan's Primary School as a Church of England school is outstanding.**

The school has very close links with the churches of Holy Trinity, Holy Innocents and St Paul. The school has worked hard to raise and maintain its profile as a church school. Pupils' spiritual, academic, personal and social development is enhanced by the Christian vision which is lived out within the school. The school is effective in valuing all members of its community.

### **Established strengths**

- The Head Teacher's Christian vision together with strong and supportive links with the clergy, who are also foundation governors, has driven and maintained the profile of the school as a church school where every child is valued and nurtured.
- High priority is given to the careful planning of collective worship and the high quality displays which reflect the Christian ethos of the school. This strongly impacts upon the spiritual development of the community.
- Very good community cohesion is developed through the way the church and school work together to support social justice and link moral and Christian issues.

### **Focus for development**

- Formalise the reporting of collective worship to the whole Governing Body.
- Continue to enrich the liturgical experience of collective worship.

### **The school through its distinctive Christian character is outstanding at meeting the needs of all learners**

The school mission statement, 'Explore, dream, discover....celebrating learning in the community' underpins the Christian philosophy of the school. Children speak confidently about the Christian values of tolerance, forgiveness, love and patience. Excellent provision to meet the needs of all its learners is based on these values which are embedded into all aspects of school life. Children begin school with skills below their age related expectations. Rigorous tracking procedures and careful monitoring of intervention strategies ensure that all groups of children make very good progress. Children's attainment by the end of Key Stage Two is well above the national average. A connected curriculum which includes philosophy for children and a weekly enrichment programme, whereby Key Stage Two children work in mixed age groups, enables children to develop their skills. The school places great emphasis on being an inclusive school where children feel safe and valued. A breakfast club and a wide range of extra-curricular activities provide wrap around child care. Pupils' behaviour is of a high standard. Pupils show respect and are tolerant of each other regardless of backgrounds. Very good relationships are forged between all groups. Children are trained to become buddies both in the classroom and outdoors. The views of the school council are taken into account. They have made a major contribution to areas such as behaviour for learning and an audit of the carbon footprint. Children are also represented on the Fair Trade steering group along with members of the local authority, the church community, teachers and parents. Each classroom has a 'faith' board and an area for reflection which gives the opportunity for spiritual development. A church noticeboard and an interactive religiously themed display in the reception area as well as high quality Religious Education displays around the school reflect the Christian ethos of the school. Children recognise the need to help others and support charities both at home and overseas. Church and school reflect each other's concern for social justice and moral issues in many ways. Children have worked with members of staff, priests and parishioners on the winter shelter project by baking cakes and helping adults to prepare for their guests. The choir regularly sings at a local nursing home and sang with the church choir to raise funds for a school in Zambia.

### **The impact of collective worship on the school community is good**

Worship is of significant importance in the life of the school and underpins its Christian character as well as enhancing pupils' spiritual development. Themes of worship which reflect the Church year and the ethos of the parish are carefully planned each term by the Head Teacher and the clergy which gives very good cohesion with worship in the churches. Collective worship includes Biblical references and a hymn and prayer for each half term which are carefully thought out and taught. The weekly pattern includes provision for whole school and separate key stages to meet together. The school worships in church four times during the academic year. In both the observed acts of worship pupils came in quietly to music. A reverent atmosphere was created by providing a table with a cross and lighted candles as a focus. Children listened carefully and responded well to questions through paired talking which helped children's understanding. Resources were appropriately used and one child looking at an icon described Mary as the person who 'gave birth to the light of the world.' Children read the prayers and said the Lord's Prayer. There was a short period of guided reflection. An outstanding feature was the connection the older children made between the story of St Vincent de Paul, the Fair Trade bake off and the winter night shelter linking Christian issues with moral concerns. Pupils are interviewed annually about the impact of worship. Conversations with children confirmed their positive views. However fewer children were familiar with the Anglican liturgy or are aware of liturgical responses. Parents regularly attend worship. Very good support is given by the two pastoral assistants who also work voluntarily in the school leading worship, running lunchtime clubs and helping in classrooms. The collective worship action plan indicates that the issues from the previous denominational inspection to ensure clarity and growth of the distinctive Christian vision and to explore ways to enhance the impact of collective worship have been and are continually addressed. Collective worship is reported to the Section 48 working party but as yet is not formally reported on to the whole Governing Body. The school's spiritual, moral, social and cultural policy impacts significantly upon all areas of the curriculum including RE. This is well taught often through the creative arts such as embroidery and music.

### **The effectiveness of the leadership and management of the school as a church school are outstanding.**

The Head Teacher has a clearly shared Christian vision for the school and conveys this by her own actions and care for the school community. She is fully supported by the Senior Leadership Team, Middle Management and all the Governing Body. The governors offer effective challenge but also speak of a high level of trust between the governors and the school. The governors have set up a Section 48 working party of both community and foundation governors with clear terms of reference to annually review the school's Christian values. These meetings are discursive and informative and add to the texture of the Christian fabric. This has contributed to the school maintaining its high profile as a church school and is an influential force for unity. The Governors have contributed to the school website explaining the distinctive nature of the school, setting out the meaning of voluntary controlled status and answering frequently asked questions to allay suspicions. As a result the voluntary controlled status is now well understood. The Governing Body has a strategic succession plan in place showing a clear understanding of the future development of the school as a church school. Professional development is strong and often linked to the Christian ethos of the school. The school explicitly recruits members of staff who support the church school vision and has a clear induction programme. Staff morale is high as shown in the rating by a national survey about well-being. Children said 'the school is one big family and no-one gets left out.' Views of parents, pupils and staff are regularly sought and the findings analysed and quickly communicated. Parents spoke positively of the school ethos, pastoral care and say it is a school in which it is acceptable to be a Christian. Friendships and working relationships are very strong. There is a very active Parent School Association who work closely with the church at social events such as the summer fair and Fair Trade. The school makes a very generous and unusual contribution to the life of the wider church by allowing ordinands to the ministry to undertake their work placements in the school. The school is very well supported by the diocese and also takes trainees from the Diocesan SCITT teacher training course on placement. There are strong links with local businesses and others in the community. The leadership and management have worked hard over recent years to restore faith, practice and trust in the school. The school well deserves its reputation in the community as an effective and distinctive church school.



## Judgement Recording Form (NSJRF)



**Name of School:** St Aidan's Church of England Primary School  
Albany Road, Stroud Green, London, N4 4RR

**Date of inspection:** 8<sup>th</sup> November 2012

**Type of Church school:** Voluntary Controlled

**Phase of education:** Primary

**Number of pupils:** 241

**URN Number:** 102132

**NS Inspector's Number:** 299

**Rating 1-4\***

<b>How distinctive and effective is the school as a Church school?</b>	<b>1</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>2</b>
<b>How effective is the religious education?</b>	<b>n/a</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>Yes</b>

*\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*