

## **Albourne Church of England Primary School**

**23/2/24**

The foci for the visit were:

- Writing the Albourne Way
- EYFS
- Maths
- Leadership Support

### Writing the Albourne Way

Behaviour for learning has changed significantly over the previous 12 months based on the observations seen today. This is because, "Writing the Albourne Way" gives a very clear structure for lessons and allows pupils to undertake sustained and purposeful work. Talking to pupils in the classroom showed that they understand the work that they are doing and also how to create excellence in the work they are undertaking. The school has worked hard on pupil stamina, their application to task and instilling pride in their work. In the writing lessons seen today the school has made significant headway against these targets. The brief maths lesson seen today also showed a high degree of engagement and application to task. I undertook a pupil conference to look at boys' writing across the school. Their attitude to writing was almost universally positive and their books showed progress from their starting points in September. They discussed the level of support that they received within the classroom and could identify how to up-level their work. The school uses a BEAT approach for moving children forward when they are stuck in their work, however this is not universally applied in all classes. The school may like to consider whether this approach needs to be refreshed so that pupils can show an even greater responsibility for their own learning. Writing the Albourne way is beginning to have a significant effect on pupil outcomes as it further embeds across the school. Key Stage 2 SATs outcomes are targeted at 82% for Writing. (86% for Reading and 82% for Maths). These are above the national average and should also be set in the context of this group of pupils having a disrupted Year 5 experience.

### Maths

The interview with the maths coordinator shows that they have a very clear understanding of maths throughout the school. They are currently working on getting the balance right between fidelity to the White Rose programme and problem-solving activities. They are also working with teachers across the school to ensure that the mastery process is embedded in all classes. A group of Year 6 girls interviewed

about maths showed that they have a very keen desire to enthuse girls further down the school about the subject. The school may like to consider whether their clear drive and ambition can be harnessed in other areas of school life.

### EYFS

The early years foundation stage at Albourne school has been subject to a number of changes over recent years. These changes have meant that this particular area of the school probably requires a review of practise that brings it in line with the expectations of leaders throughout the school. Frequent changes can lead to a smorgasbord approach to best practise within early years. The school should begin by having a very clear rationale for what it is trying to achieve within the early years department based on the requirements of the children and how those children are prepared to access educational opportunities further up the school. This rationale should also include how continuous provision and the enhanced provision activities meet the needs of both individual children and any cohort specific requirements. The school has a knowledgeable and effective EYFS staff contingent. There needs to be a very clear framework in which those staff can operate and be completely aligned with curriculum expectations further up the school. This is a significant piece of work however there is support available within local HET schools that will provide Albourne leaders with a starting point from which to develop their own EYFS expectations. By developing a very clear rationale on what they want to achieve they can then develop a very clear policy on how they're going to achieve it. This level of clarity will be important in supporting EYFS staff.

### Leadership support

Like many schools, Albourne is facing some difficult decisions in the future. Confidential discussions were held in relation to this. The school is fortunate to be within HET who will provide a high level of professional and personal support to the school and the head teacher whilst the school ensures the long-term future is secure.

The school has undertaken a recent safeguarding review which highlighted some areas for change. The school reports that it is already actioning those changes. Safeguarding remains a constant area of concern for any school leader. Many school leaders, including myself, made this an area of low trust and high check. This is because of its implications for overshadowing excellence in every other area. Discussions were held about the difference between working in the system and working on the system. DSL meetings will often review support required for individual children and their families. There also

needs to be a separate process by which the effectiveness of the system is reviewed by leaders as part of their ongoing leadership activity.

Reflecting on the previous 12 months the school should be really pleased with its progress. Of particular note is the significant improvement in behaviour for learning which in no small part is as a result of the tenacious application of the Albourne Way. The school has managed the complex needs of individual children really well whilst at the same time developing a culture in which all pupils are able to thrive educationally and socially.

Ends