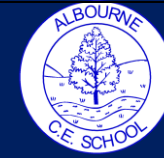


# The Albourne Way

*Living life to the full*



**Hurst**  
EDUCATION TRUST

## Vision and Targets: The Albourne Way - *Living life to the full*

Everything we do at Albourne Church of England School is underpinned by John 10:10 'Jesus said, ***"I have come that you may have life in all its fullness."*** When developing a 'Culture of Excellence for ALL', we encapsulated life in all its fullness within The Albourne Way. The Albourne Way came out of our vision to nurture and enable all of our children to flourish and be the person that they are capable of being. The Albourne Way encourages both the community and our children to be caring citizens, confident and independent learners as well as responsible and resilient individuals. They will use the Christian Values, learnt and understood during their time at Albourne School to guide and support them to experience life in all its fullness as they progress from Primary School towards adulthood.

### Quality of Education

To ensure the highest quality of teaching & learning practices, which provide challenge for ALL, with a specific focus on girl's ambition in maths, boy's outcomes in writing and staff mastery of curriculum delivery.

### Behaviour & Attitudes

To build upon a culture in which ALL pupils attitude to learning is excellent, they understand what attributes make an Albourne Way Learner, are resilient to setbacks and take pride in their achievements.

### Personal Development

To develop broader experiences and opportunities beyond the local community by forming international links and using Ambassador groups to enable the children to grow and flourish as individuals and collectively.

### Leadership & Management

Through high quality CPD. Teachers develop their pedagogical knowledge so that their own professional development is enhanced, leading to excellent outcomes for ALL. To lead and manage staff, including Governors, to drive the Vision to provide the highest quality of education for ALL pupils.

**"I have come that you may have life and have it to the full." John 10:10**

# The Albourne Way

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Intent (What?) Tasks needed to achieve objective	Implementation (How?)	<i>Monitoring</i> Key miles stones and Success criteria	Lead (Who?)	Timescale (When?)	Resources	Impact Update Evaluation
<p>1. Improve progress and attainment outcomes in maths and writing, with a particular focus on girl’s ambition in maths and boy’s outcomes in writing.</p>	<ul style="list-style-type: none"> <li>Embed consistent practices for revisiting prior learning, using <b>Refresh &amp; Revisit</b> from EXCELLENCE IN T&amp;L DOCUMENT and SM CPD – Staff Meeting Continuing Professional Development.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Implement problem solving initiative.</li> <li>Identify girls who are falling behind, analyse data and create adaptation groups, using Hurst students and MAZ.</li> <li>Observe groups of girls in lessons.</li> <li>Teachers live modelling in maths following <b>I do, you do, we do</b></li> </ul>	<p>Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.</p> <p><b>Learning walks at start of lessons: Autumn 1</b></p> <p>Non-SEND Girls’ maths attainment is consistently in line with or above <b>National 2024 levels KS2 73% / KS1 71%</b> and pupil voice show an enthusiasm for maths. The teaching of maths is consistent across the school by staff following the ‘Maths...The Albourne Way’ section of <b>‘The Albourne</b></p>	<p>CA / FK MAZ</p> <p>FK, GC, NM</p> <p>FK, GC NM</p>	<p><u>SM – CPD</u> CA / MAZ Live modelling 18.9.24 Assessment Analysis 4.9.24</p> <p>Assessment Analysis 4.9.24 Hurst Students every other Tuesday 2-3pm</p>	<p>HT Time / SLT / SM CPD</p> <p>CA to be released by FK monthly.</p>	

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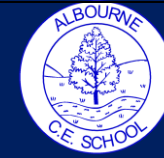


	<ul style="list-style-type: none"> <li>Whole school writing projects that lead to the <b>ALBOURNE WRITERS AWARDS</b></li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Bookland areas audited for 'Recommended Reads'.</li> <li>Each class has a list of books from different genres that children are challenged to read that academic year, and a record is kept of this.</li> <li>Library is timetabled – 'For the love of reading'</li> </ul>	<p><b>Book looks, focusing on boys...</b></p> <p>Teachers have a clear system of tracking the types of books children are reading and encourage them to deviate from their preferred genre / author.</p>		<p>INSET 3.9.24 Autumn 2</p>	
<p>2. Subject leaders have excellent knowledge about their subject and how it is taught and assessed across the school. They are ambitious for all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and</p>	<p>a. Curriculum statements written following the school vision, which include adaptations for SEND pupil.</p> <p>b. Progression / key skills documents show a spiral curriculum which allows pupils to transfer key</p>	<p>Each subject leader has a curriculum document, e.g. <b>Science...The Albourne Way</b>, which includes the intent, implementation and impact of the subject and a specific SEND statement.</p>	<p>All</p>	<p>INSET SM/CPD Subject leader release TBA</p>	<p>In progress – see <a href="#">T:\English\Clever Writer\Year group overviews\</a></p>

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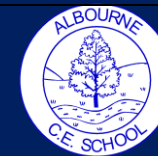


<p>cultural capital they need to succeed in life.</p>	<p>knowledge into their long-term memory.</p> <p>c. Consistency around assessment for foundation subjects.</p> <p>d. Curriculum @ a glance 1-page document created</p>	<p>Assessment in Humanities and RE is completed Autumn</p>		<p>INSET / SM CPD 10.9.24</p>		
<p>3. There is a rigorous data analysis of whole school and groupings, leading to swift adaptations by teachers, which enables children to achieve combined above <b>National KS2 61% 2024</b> <b>National KS1 58% 2024</b> and in line with the other subjects.</p>	<p>a. Using windscreens, teachers identify children who are working below expected, the gaps in knowledge they have and have developed robust adaptation plans, which involves parents / carers and ALL staff.</p> <p>b. Outcomes of data collections and testing are used to ensure teachers are ambitious for children, particularly GD.</p> <p>c. Adaptation targets are SMART for ALL pupils to show excellent progress from starting points.</p>	<p>Children who are below expected are being targeted to make enhanced progress towards expected, with a particular emphasis on boy's writing, girls' maths and adaptations for SEND pupils. Teachers use assessment forensically to check understanding and inform teaching and to understand different starting points and gaps, leading to excellent progress for children from starting points.</p>	<p>GC / FK / MAZ</p>	<p>Pupil Progress Meetings HET Reflection Weeks</p>		

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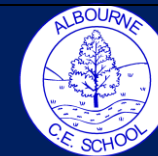
**Behaviour and attitudes:** To build upon a culture in which ALL pupils' attitude to learning is excellent, they understand what attributes make an Albourne Way Learner, are resilient to setbacks and take pride in their achievements.

Intent (What?) Tasks needed to achieve objective	Implementation (How?)	Monitoring Key miles stones and Success criteria	Lead (Who?)	Timescale (When?)	Resources	Impact Updates Evaluati on
1. The children of Albourne are excellent learners, take pride in their work and discuss their learning with passion.	a. Work with artist Jon Lander to produce 5 characters bespoke to Albourne. b. Through SM CPD and a series of Collective Worship: <b><i>What are the attributes of an Albourne Way Learner and how can we become intrinsic learners?</i></b> c. Introduce and implement <b><i>'The Albourne Way Learners</i></b> , based on the principles of John Hattie's Visible Learning. d. Jon Lander to work with children in school then launch competition for the 6 <sup>th</sup> Learner, based around mastery.	The children of Albourne understand, can describe and aspire to have the attributes that make an excellent learner.	FK / JL	Autumn 1 & 2 16.10.24	£1500	

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## The Albourne Learners

### The Explorer

Following The Albourne Way, I am an adventurer, discoverer and am curious about the world around me.

### The Perseverer

Following the Albourne Way, I seek out challenges, have a fascination with learning and put in the effort to achieve my goals.

### The Polisher

Following the Albourne Way, I am an editor, who reviews my learning and then makes it better.

### The Thinker

Following the Albourne Way, I am patient, hard-working, aspirational and interested in learning.

### The Listener

Following the Albourne Way, I am resilient, always learning from my mistakes and enjoy critical feedback.

2.To ensure high rates of attendance and punctuality to be at least 97%.	<ul style="list-style-type: none"> <li>a. Weekly meetings forensically drill into attendance data across school / vulnerable groups.</li> <li>b. Letters sent to parents/carers when attendance drops below 95%</li> </ul>	Attendance is above national and there is a culture of the importance of attending school.	HET / FK	Autumn 1		

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	<ul style="list-style-type: none"> <li>c. Attendance promoted in Newsletter / website.</li> <li>d. Attendance indoor/outdoor poster created.</li> <li>e. Work with TRUST WAO and distribute HET attendance letter.</li> </ul>					
<p>3. Vulnerable pupils are supported and have access to learning in a nurturing provision.</p> <p>Communication with SEND children's parents/carers robust, accountable, and supportive</p>	<ul style="list-style-type: none"> <li>a. Timetable for use of spare classroom every pm for Nurture provision.</li> <li>b. Regular coffee morning events for SEND parents</li> <li>c. SENCo has allocated time for parent/carer meetings – drop ins</li> </ul>	<p>The classroom is used to develop vulnerable children's independence, resilience, and coping strategies. The school is ambitious for all SEND pupils and successfully involves parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.</p>	SLT /	INSET 3.9.24		

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## Personal Development: Key Objective 3

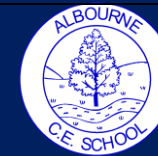
To develop broader experiences and opportunities beyond the local community by forming international links and using Ambassador groups to enable the children to grow and flourish as individuals and collectively.

Intent (What?) Tasks needed to achieve objective	Implementation (How?)	Monitoring Key miles stones and Success criteria	Lead (Who?)	Timescale (When?)	Resources	Impact Updates/Evaluation
1. The Albourne Way encourages children to take responsibility through leadership opportunities.	a. Meet with AW Ambassadors, Peacekeepers and Diversity Ambassadors to add to groups now Y6 has moved on and create action plans for the academic year. b. Ambassadors to lead a Collective Worship on their aspirations / plans this academic year for their groups.	Children are clear about roles of responsibility and how these give them life-skills for the future. At Albourne pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	FK	PK 6.09.24 AW 9.9.24 DA 12.9.24	Head time	
2. To develop links with an international school around the love of music.	a. Establish links with Mr Sifiso Wiseman Ngobese, Head of Ingwe Primary School in Kwa-Zulu Natal, Newcastle, South Africa.	Children have a clear understanding of the diverse world outside of the UK, can identify the differences but also	FK SW MM CW parent	Autumn	Music Subject release	Links have been established and Head and Sifiso communicating via email.

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	<ul style="list-style-type: none"> <li>b. Develop the mutual passion for singing leading to a live-streamed concert with the 2 schools.</li> <li>c. Meet with Oaks &amp; Acorns Home to discuss developing further links and timetable them in for the academic year.</li> </ul>	celebrate the shared passions.				
3. The children and staff at Albourne feel happy, valued, and secure with positive mental health and a good sense of wellbeing	<ul style="list-style-type: none"> <li>a. Survey children and staff about well-being.</li> <li>b. Develop an action plan for well-being based on survey analysis.</li> </ul>	Staff and pupils report high levels of support for well-being.	FK / PW	Autumn 1		
4. To establish 'Grow & Cook the Albourne Way.'	<ul style="list-style-type: none"> <li>a. Grow and Cook the Albourne Way is launched, and action plan created.</li> <li>b. Timetable created for weekly sessions.</li> <li>c. Planters purchased and filled.</li> </ul>	The children grow their own produce and cook this on an open fire.	FK / EM	Autumn 1	£1500 planters funded by Hurst shop donation £500 PE grant	
5. Opal Play	<ul style="list-style-type: none"> <li>a. Introduce 'Play-Leader' at lunchtimes</li> <li>b. Establish Opal Play working parties</li> </ul>	By Week 3, the play leader is working lunchtimes on various	AH / AP	Autumn		

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		<p>activities with different year groups.</p> <p>By Autumn 1, OP working groups have met, created action plan to develop OP at Albourne.</p>				
4.The Christian Values are embedded within The Albourne Way. Staff and children can identify how the value links to the vision.	<p>a. Reduce the Christian Values from 6 to 3 values to be focused on termly.</p> <p>b. Children write in Christian Values book based on the termly value.</p> <p>c. Vision document is launched to parents / carers.</p>	The Christian Values are reduced to 3 so that they can be focused on more during each term.	FK / RR JB			
5.Continue to develop a positive and mutually supportive relationship with our partner church.	<p>a. Headteacher and Reverend Rachel hold regular meetings to lend support and to plan events and activities, using the Growing Partnership materials to support.</p> <p>b. SIAMS SEF competed</p>	<p>a. Collective Worship planning</p> <p>b. SIAMS SEF completed and Head works with RR, JB and MW on implementation of this.</p>	RR, FK JB, MW	Autumn 1		

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## Leadership and Management: Key Objective 4

Through high quality CPD, teachers develop their pedagogical knowledge so that their own professional development is enhanced, leading to excellent outcomes for ALL.

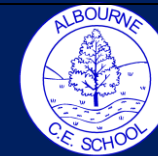
To lead and manage staff, including Governors, to drive the Vision to provide the highest quality of education for ALL pupils.

Intent (What?) Tasks needed to achieve objective	Implementation (How?)	Monitoring Key miles stones and Success criteria	Lead (Who?)	Timescale (When?)	Resources	Impact Updates/Evaluation
1. The school's safeguarding culture is strong, which is reflected in clear policies and processes, as well as up to date staff training and an excellent culture of vigilance across the school.	<ul style="list-style-type: none"> <li>a. Safeguarding policies and practices to be updated in accordance with latest advice.</li> <li>b. All staff record concerns and behaviours on My Concern effectively, ensuring that chronology is accurately kept.</li> <li>c. Staff Room Safeguarding board updated with relevant documents and contacts.</li> <li>d. DSLs meet weekly to oversee Vulnerable registrar and</li> </ul>	<p>By Autumn 1: All the relevant documents and updates on the website?</p> <p>All staff are up to date with their safeguarding training and have read updated KICSIE.</p>	FK / DSLs	Week 1	Updated KICSIE The Key	

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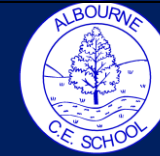


	<p>safeguarding practice across the school.</p> <p>e. Regular governor monitoring and challenge of safeguarding practices including SCR.</p>					
<p>2.A rigorous schedule of CPD, monitoring and evaluation ensures that <b>ALL</b> children make significant progress from their starting points.</p>	<p>a. Publish a program of regular learning walks, formal observations and book looks, that are linked to SDP, <b>which includes Governors.</b></p> <p>b. A clear timetable of CPD: staff meetings / Trust CPD linked to areas of the SDP - is created to be used as an opportunity for improvement in teaching and learning in order to raise standards.</p> <p>c. Performance management of ALL staff will be linked to the SDP.</p>	<p>All staff have a clear understanding of monitoring taking place across year, <b>which includes Governor monitoring.</b></p> <p>All staff have a clear understanding of how staff meetings link to SDP. Leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school. By <b>week 6</b>, all performance</p>	<p>FK / Govs / SLT</p> <p>FK / Govs / SLT</p> <p>FK / Govs / SLT</p>	<p>INSET 2.9.24</p> <p>INSET 3.9.24</p> <p>14.10.24</p>	<p>FK / SLT Trust / Govs</p>	

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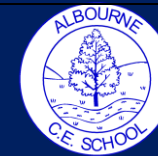


	<p>d. Change the home page of website so that it highlights key successes and information: results, @ a glance, programme of events, last year, most recent newsletter and Open Events.</p>	<p>management is completed.</p> <p>The website showcases the successes of the school more immediately.</p>	<p>FK / SLT</p>	<p>For Sep 24'</p>		<p>The website <a href="#">Albourne C of E Primary School   Church of England School West Sussex (albournecep.co.uk)</a> front page has changed to showcase events and information for visitors: Programme of events Autumn 1, Latest Newsletter, Vision &amp; Values document, HET &amp; Albourne Vision, 1 Page of our year and School @ a Glance.</p>
<p>3.To engage parents and carers in their children's learning in school and at home.</p>	<ul style="list-style-type: none"> <li>Survey parents/carers on engagement in learning.</li> <li>Send out a 'Programme of Events Autumn 1 &amp; 2 for parents / carers.</li> <li>Development of the school library to involve the pupils, their parents/grandparents with weekly read-ins.</li> </ul>	<p>Parents have a clear understanding of the progress their child is making and a key role in feedback to improve the school.</p>	<p>FK Summer 23</p>			<p>Programme of events sent out and on website</p>

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	<ul style="list-style-type: none"> <li>Albourne Family Forum.</li> <li>Workshops and open classes for parents / carers.</li> </ul>			24.09.24 Phonics Meeting 19.9.24 Writing Workshop 11.10.24		
4. Governors have a shared clear strategic vision for the school and work together with the Headteacher to drive standards.	a. The governing body to work with Headteacher on a monitoring timetable that supports the SDP. b. Governors have read and understood the SDP and the key priorities for the school. c. A one-page School @ a Glane priority page is produced for Gobs to be collected every time they come in. d. Governors are regularly in school, known to the community.	The Governors have an accurate understanding of the school's effectiveness, progress and key priorities. The Governors use their understanding as a vehicle to drive improvements?	FK/JB RS GOVs	<b><u>INSET</u></b> <b><u>3.9.24</u></b>  <b><u>FGB</u></b> 17.9.24 3.12.24 28.1.24 25.3.24 13.5.24 24.6.24		
5. To ensure that the provision for SEND pupils in the school is excellent.	a. The use of data enables staff to identify SEND pupils' needs / gaps in learning. b. Adaptations are accurate and manageable with clear	Whilst they may not be in-line with National, there is clear evidence that SEND pupils are making excellent	NM FK Govs	PP Meetings SEND drop-ins	SENCo Time	

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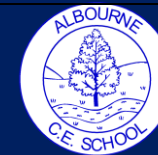
	<p>SMART targets to show progress.</p> <p>c. Regular meetings / drop ins with teachers / SENCo lead to focused interventions.</p>	<p>progress from their starting points.</p>				
<p>6.To secure numbers for the school.</p>	<p>a. Hold Open Events, including a Saturday sausage breakfast.</p> <p>b. Create flyers and promote Open Events</p>	<p>Pupil Numbers at Albourne are higher, leading to secure funding.</p>	<p>FK / SLT / PTA</p>	<p>2.10.24 9.10.24 12.10.24 13.11.24</p>		

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## EYFS: Key Objective 5

Intent (What?) Tasks needed to achieve objective	Implementation (How?)	Monitoring Key miles stones and Success criteria	Lead (Who?)	Timescale (When?)	Resources	Impact Updates/Evaluation
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.	The children are taught about The Albourne Way and what makes and Albourne Learner.	Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.	FT/MH	Autumn 1 Spring		
To improve the teaching and opportunities for learning in the outdoor environment.	a. The environment is set up for writing opportunities and boys are encouraged to write, particularly in the outdoor area.	a. Lesson drop ins show various opportunities for mark making in the environment and children choosing to access these. They show that the gender balance is equal for writing activities.	FT/MH/FK			

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	b. Model making books introduced					
To implement the Shrec approach across the EYFS.	All staff working in EYFS are Shrec trained.	Staff talk clearly to children, pay attention to what the child is doing, respond to the child commenting on what they can see, hear and feel, expand what the child is saying by adding more words and turning this into a sentence and have extended back and forth interactions with the child: a conversation.	MH/FT/SD SH/MS/EM	Autumn 1	HET EYFS Lead	

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