



### School Contextual Information

<b>NOR:</b> 168	<b>EHCP:</b> 3 / 2%	<b>Attendance:</b> 95.1% PA: 14%
<b>SEND:</b> 39 / 23%	<b>PP:</b> 16 / 10%	<b>EAL:</b> 2 / 1% <b>Ethnicity:</b> 19 / 11%

**Locality characteristics:** Set in the village of Albourne, at the foot of the South Downs. A mixed demographic with 51% boys and 49% girls.

**Part of the Hurst Education Trust**

**Church of England School – Diocese of Chichester**

**Values:** Respect, Courage, Perseverance, Kindness, Responsibility & Courage.

**Vision:** 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.

### Behaviour & Attitudes

**We are GOOD because...** the vast majority of children have excellent behaviour, which is commented on by visitors to the school, and those children who demonstrate dysregulated behaviour due to SEND are supported by a close working relationship with the Albourne Family (parents / carers) – and ILPs / adaptations.

Everywhere within the school, there is a calm and orderly environment, including at lunch and playtimes. Our children follow The Albourne Way routines well and these are taught explicitly. All staff have high expectations; low level disruption is not tolerated by any member of staff and is dealt with immediately. Children are encouraged to follow the Albourne Way and live out our values. This is reinforced by opportunities to apply for Ambassador positions, certificates for following the Albourne Way or our Christian Values. We pride ourselves on nurturing and encouraging excellent relationships between all.

Attendance is above the National and where there are areas of persistent absence, these are monitored and dealt with swiftly.

### Personal Development

**We are good** because children at Albourne experience a wide, rich set of experiences to promote personal development. Opportunities for these are weaved into the curriculum and we aim to provide opportunities for all, ensuring that inclusion of pupils is evident in every element of school life, e.g. using PP funding for after school clubs. Our Vision & Values document shows how the Albourne Way is lived out and how school life enhances the children’s spirituality. The teachers and staff are enthusiastic and thoughtful about their approach to encourage children to be part of the wider curriculum such as: Albourne Way Ambassadors, Peacekeepers, Diversity Ambassadors, Sports Leaders, House Captains and Pupil Parliament. We encourage the children to understand why they are learning and to have high expectations of themselves. To accomplish this, we have writing competitions, showing progress from starting points, workshops for the Albourne Family and regular events where they can watch their child learning in the classrooms.

### EYFS

**We are good** because children have an excellent start to their Albourne journey with an engaging, well thought out curriculum, immersion in phonics, strong relationships with parents, the fostering of curiosity and a love of learning in them. There is also a focus, as set out in the EYFS...The Albourne Way document on adults speaking, listening and communicating to children through the Shrec approach.

### Quality of Education

**We are GOOD because...** Everything we do at Albourne is underpinned by our vision, **The Albourne Way – living life to the full**. Children in our school achieve highly because our expectations for pupil outcomes are ambitious and our curriculum Intent is rooted in our vision.

#### KS2 2024 National

Cohort 28	Reading		Writing		Maths		Combined	
	2023	2024	2023	2024	2023	2024	2023	2024
% Exp+	82% <b>73%</b>	93% <b>74%</b>	71% <b>71%</b>	79% <b>73%</b>	71% <b>73%</b>	79% <b>73%</b>	64% <b>60%</b>	75% <b>61%</b>
% GDS	43% <b>29%</b>	39% <b>28%</b>	7% <b>13%</b>	14% <b>12%</b>	21% <b>24%</b>	25% <b>23%</b>	7% <b>8%</b>	11% <b>7%</b>

#### KS1 2024 National

Cohort 27	Reading		Writing		Maths		Combined	
	2023	2024	2023	2024	2023	2024	2023	2024
% Exp+	79% <b>68%</b>	74% <b>71%</b>	75% <b>60%</b>	56% <b>62%</b>	79% <b>70%</b>	78% <b>71%</b>	63% <b>55%</b>	48% <b>57%</b>
% GDS	17% <b>19%</b>	19% <b>19%</b>	17% <b>8%</b>	11% <b>8%</b>	21% <b>16%</b>	11% <b>16%</b>	13% <b>6%</b>	4% <b>6%</b>

#### EYFS 2024 National 68%

Cohort 24	%GLD		%Writing		%Reading		%Maths	
	2023	2024	2023	2024	2023	2024	2023	2024
%GLD	58%	70%	58%	74%	73%	91%	65%	83%

#### Phonics 2024 National 80%

Cohort 27	Cohort	School	National	Cohort	School	National	
							2024
	PP	1	0%		1	0%	
	SEND	6	83%		2	50%	

The school’s curriculum intent and implementation are embedded securely and consistently across the school. Lessons are taught in a way so that prior knowledge is built upon by Refreshing and Refining. We base our practice on research and tailor it to the needs of our children, e.g., Rosenshine Principles of Instruction, I do, We do, You do and metacognitive approaches. The school has developed a curriculum that is rich in learning experiences so that the children are immersed in their topics, gain the knowledge and cultural capital to succeed in life.

Everything is documented in our comprehensive ‘Teaching...The Albourne Way’ Policy, including how staff make adaptations for disadvantaged pupils and SEND.

As seen in learning walks and observations by SLT, Trust, SIP and Governors, teaching across the school is at least consistently good. Leaders are reflective about areas for further development within teaching practice, supporting colleagues to improve: utilising current research, working with Trust colleagues and the employment of high-quality schemes supports developing the quality of teaching and learning. There is a sharp focus on ensuring that early readers gain the phonics knowledge and comprehension necessary to read, communicate and give them the skills to communicate.

Our approach to early reading is rigorous and sequential. We use the RWI scheme to provide a strong start for all our pupils. Staff delivering RWI are trained and attend regular meetings to review best practice. At all stages, reading attainment is assessed and gaps are addressed quickly: out of the 12 children who had targeted intervention in 2023-4, 11 passed – 92%, with 1 child going from 4 to 29. In Y2, the PP & SEND pupil went from a score of 0 in Y1 to 20 in Y2. In KS2, we use a whole class guided reading approach that follows a structured layout each week, using a high-quality whole class text. Reading results 2024 were outstanding.

Children at Albourne secure high levels of academic achievement. ISDR indicates no areas of concern. The pupils have consistently achieved above county and national averages, e.g. KS2 RWM 2024 was 75%, significantly above the National of 61%.

### Leadership & Management

**We are GOOD because...**the Senior Leadership Team, Governors and Trust work closely together, know the school well and have a clear vision for improvement. We develop staff to be leaders in their subjects and to maintain the same drive and values as SLT. The leadership team ensure this happens by having a shared practice, strong values and policies that allow for consistency. Leaders have a clear programme of CPD for all, including our ECT’s, which is focused on improving teachers’ subject knowledge, reflecting on practice, looking at current research and modelling, sharing expertise. We review the pressures on staff through an open-door policy: staff are supported by a Mental Health First Aider.

Leaders engage with pupils and others in the community with a focus on communication and engagement in pupils’ learning. There is regular monitoring (lesson observations, pupil work scrutiny, data drops) to ensure pupils are on-track. Pupil progress meetings enable rigorous conversations around progress, attainment and the provision, leading to strategic plans for securing rapid progress.

**Safeguarding in the school is effective** and the school has a yearly audit visit through West Sussex.

Governors are supportive of the school and regularly attend meetings and monitor the progress against the School Development Plan; they ask questions and are motivated to support improvements.

**Achievements 2023-24:** The vision – **The Albourne Way – living life to the full** / KS2 SATs results, particularly Reading & Combined / EYFS improvements, particularly in Maths and Writing / Staff CPD and development, with 2 HET Subject leads in Humanities and Phonics and staff with an NPQH, NPQSL, NPQEYSL. Implementation of **Write...The Albourne Way** and the progress in books / Rich learning experiences across all year groups / Consistent teaching across the school.

### Next Steps 2024-25:

- The introduction of **The Albourne Way Learners** – a group of characters to promote visible and intrinsic learning, based on John Hattie’s Visible learning.
- Closing the gaps for non-SEND pupils in boy’s writing and girls’ maths.
- Ensuring progress of SEND children and adaptations are evidenced clearly.
- To develop cultural links around music with an international school in South Africa.
- Development of meaningful assessment in ALL foundation subjects.

