

# ALDINGBOURNE PRIMARY SCHOOL



# SEF

# SCHOOL CONTEXT

- Community village school.
- Last OFSTED March 2022, School graded overall as GOOD
- Early years graded as OUTSTANDING
- Personal development, behaviour and welfare graded as OUTSTANDING
- Aldingbourne is an average sized school whose pupils are, apart from a very small minority (4%), from mainly White British backgrounds.
- Popular and oversubscribed with waiting lists.
- Children are broadly average on intake
- PAN 30 means that we are a one form entry from Reception to Year 6
- % of pupil premium children is 12% (Below the National Average)
- % of children on free school meals 10% (Below the National Average)
- The proportion with learning difficulties and/or disabilities, including EHCPs, is lower than that seen in most schools (20%). These pupils mainly have speech, language or behavioural difficulties.
- Good attendance and punctuality (95%), with children enthusiastic about their learning.
- Very high staff morale which results in low turnover of staff.
- At present we have a full governing body board.
- A large team of volunteer helpers in the school to work with all our wonderful children.
- Clear shared vision and values for children, parents, staff and governors.
- Shared purpose and positive ethos pervades the school.
- Creative ALPS based approach to the curriculum.
- Ingenious timetabling allows for specialist teaching.
- OUTSTANDING school environment and facilities.

## CHANGES SINCE LAST OFSTED INSPECTION

### (March 2022)

- The school have introduced progression maps for all the Foundation Subjects and are using these to assess the children's progress in these areas of the curriculum. This ensures all knowledge and skills in the Foundation Subjects are built on coherently and this enables pupils to learn and remember more.
- The School has updated schemes of work for all the Foundation Subjects. Staff will begin to use these schemes at the start of this academic year.
- The school has built on its exemplary behaviour management strategies so that staff can better support and understand the SEMH needs of all children at Aldingbourne School.

### OFSTED 2022

*'There is a buzz about the school - a happy vibe that spills out from every child and every classroom'*

# AREAS FOR SCHOOL DEVELOPMENT

## 2025 - 2026

**Priority One** – To strengthen our understanding of expected standards across all year groups in the core subjects, ensuring consistency and clarity in expectations.

*WHY? After a successful moderation, in which the year 6 teacher was praised for her knowledge in the writing standards. We felt that it would be valuable for all teaching staff to have the same expertise in the range of expected standards in their year group and across the core subjects.*

**Priority Two** – To continue to support pupils SEMH by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

*WHY? As a school we are very aware that children are starting school with more complex needs. Children are displaying a high level of SEMH needs which as a school we need to cater for. By producing effective behaviour logs which are reviewed every six weeks, we can ensure children's needs are being monitored and catered for. Last year all staff received training in 'Team Teach' and declarative language. This was very effective and we now need to build on this. We need to ensure that as staff we are keeping all children in the school, no matter what their needs. We believe a way to do this is to offer alternate provision internally and externally.*

**Priority Three** – To create evidence books that will highlight what Aldingbourne School offers to the children in all the Foundation Subjects.

*WHY? As a school we wanted to show the range of work we produce in the Foundation Subjects and more importantly the children's voice. Each book captures the subject content and the children's learning within that subject. The evidence books also show how we build on the children's knowledge and skills in each subject throughout their time at Aldingbourne school.*

**Priority Four** – To work alongside the WSCC library service to create the most amazing community library.

*WHY? The school does not have a suitable sized library to cater for the children in the school. So, the Headteacher, with the support of her staff and the school community, decided to ask WSCC library service for some funding / support. What happened next was a huge surprise! The library service agreed to work with the school and felt that a library service on the school site would be an amazing joint project. Something that would benefit both parties immensely.*

# THE QUALITY OF EDUCATION

(GOOD)

## WHAT DOES IT LOOK LIKE?

Teaching at Aldingbourne School is consistently challenging for all groups of learners, and activities are matched closely to children's needs. Our OfSTED in March 2022 states

*'Pupils buzz with excitement to begin their school day. They say that their teachers always make lessons interesting. They are enthusiastic about learning. Throughout the school, pupils concentrate and listen well during their lessons.'*

OFSTED informed us that teaching throughout the school is very effective in meeting the needs of all its pupils. In the lessons observed, different pupils received carefully differentiated work that was challenging at the appropriate level. Regular and rigorous observations by the Headteacher and other members of staff of each other continue to ensure that teaching is ALWAYS good or better.

Teaching at Aldingbourne is rooted in expert knowledge of the curriculum, teaching methods and how learners progress. The introduction of progression maps for all curriculum areas ensure that the skills and knowledge that are taught in each subject area are built on year on year. Observations show that all teaching staff, including teaching assistants, have very good subject knowledge across all areas of the curriculum, including the next steps needed for children to make progress. This is further enhanced by ingenious timetabling that allows for specialist teaching in many subjects across both Key Stages. In Key Stage 1, the children are involved in infant rotation three times a week so that specialist teachers may teach all the children in PE, RE, Music, ICT, French, Science, reading comprehension and PSHCE. In Key Stage 2, all the children are involved in a rotation day which allows for specialist teaching in ICT, RE, Music, French, OAA, Art, Reading Comprehension, PSHCE, Swimming and Dance. The use of specialist teaching in maths and literacy involves our English and Maths coordinator sharing their expertise by planning and supporting teachers in different year groups.

The school has worked hard over recent years to train teachers to use a range of teaching styles based on the ALPS approach. Teaching is dynamic and lively, with teachers using teaching in role, puppets, video or the IWB to engage the children and ensure that the pace of learning within a lesson is rapid. The impact this has had is that observations and pupil interviews have identified that teaching addresses the needs of the full range of learning styles, inspires the children to engage fully in lessons and allows all children to make at least good progress. OFSTED states *'Leaders want all pupils to reach their potential in each of the curriculum subjects. Pupils certainly enjoy their learning.'*

Teachers build up excellent relationships in the classroom. Learners are engrossed in their work and progress is considerably better than might be expected in the majority of subjects. Pupil interviews show that the children in the school perceive the teachers as being 'jolly and fun!' Parent questionnaires support the fact that pupils have excellent relationships with their teachers. Teachers use a range of creative and dynamic teaching styles to inspire, enthuse and motivate the children. The 'open door' ethos of the school encourages children to build strong relationships with teachers which give them the confidence to take risks and, as a result, achieve highly.

Assessment throughout the school is very rigorous and effectively used. The use of pupil tracking grids ensures that teachers have a clear knowledge of different ability groups throughout their class, and are able to identify individual children who are not making expected progress or making better than expected progress through mid-year tracking. The use of best work books as a form of termly assessment clearly show the progress an individual child has made term by term in English and Maths. Children have a great pride in these books and enjoy seeing their own progress. Target setting is a way of monitoring pupils attainment. We ensure children make progress by setting individual children rigorous short term, specific, measurable, achievable targets which are reviewed half termly. One to one consultations between the class teacher and pupils have proven to be invaluable in motivating the children to take responsibility for their own improvement. We also use a self-assessment for children in Maths and Science. This is very effective and allows staff and children to assess what has been learnt in each individual lesson by individual children. It is a very powerful tool for assessment.

The school actively supports parents and carers and encourages them to become involved in their children's learning. The school offers many opportunities for parents to become as involved as possible in their child's learning through reading home-school links, homework books, reading / spelling evenings, Welcome to Key Stage 1 & 2 evenings, SATS evening, Meet and Mingle evening etc. All these events allow parents to develop and extend their understanding and knowledge with regards to their child's learning. A parent questionnaire carried out by OFSTED(2022) and more recently in 2024 highlights that there is a strong parental satisfaction with the school, based on regular involvement in its work. The school has developed this link even further by sending a parental leaflet about each new topic to include coverage of each subject and ways in which a parent can support their child's learning at home. Feedback from parents has been very positive. The school website and parent mail have become an invaluable link with parents providing both a means of keeping parents informed and sharing children's successes. The school has a 'Busy Bee School' which offers parents support in teaching a variety of skills / concepts / objectives.

The school website is fully compliant and is a useful communication tool for parents. The use of Parent Mail has also enhanced communication even further.

The school commits itself to a high level of adult to child ratio. Within Key Stage 2, each class has a full time teaching assistant. In Key Stage 1, each class has a full time teaching assistant plus an extra teaching assistant for the morning sessions. The full time teaching assistant supports children who struggle with transition from different year groups or schools. Ofsted 2017 noted that this provision has had a major impact on the progress and well-being of all pupils within the school. This practice is also supported by the EEF (Endowment Education Foundation). If used correctly, teaching assistants are invaluable. At Aldingbourne school, teaching assistant time has been carefully allocated to maximise the impact on progress. This means that in a writing morning or maths morning, for example, there are always three adults in a classroom. This enables the adult to work with focused, carefully differentiated groups in order to guide and support them to maximise their progress. In addition, the high proportion of adults to children means that adults have more time particularly first thing in the morning or after a playtime to focus on the well-being, health and safety of the children. The quality of teaching assistants and support staff is excellent throughout the school. Teaching Assistants work incredibly hard to ensure that all children are guided and supported in their learning. They attend training sessions and INSET days and are fully committed to the whole school ethos. They are a credit to the school.

## **WHAT NEXT?**

All 4 priorities for 2025 - 2026 will have an impact on the quality of education at Aldingbourne School

**Priority One** - To strengthen our understanding of expected standards across all year groups in the core subjects, ensuring consistency and clarity in expectations.

### **IMPACT -**

*-Teachers will have a better knowledge of the range of standards within their own class and across year groups. This knowledge will allow teachers to extend or support children in core subjects enabling them to make further progress and meet their expected standards.*

**Priority Two** - To continue to support pupils SEMH by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

### **IMPACT -**

- Children who have SEMH needs will be effectively monitored and reviewed using behaviour logs and plans. This will ensure that these children receive the correct support from ALL staff within the school.*
- Staff will plan support work that will match the children's needs and allow them to engage in some or all of the learning. This will ensure that progress is made at the appropriate pace and level.*
- Children who have SEMH needs and become dysregulated can remain at school with the support of alternate provision. If this provision is unsuitable the SEND coordinator will ensure a suitable outside provider is source so that no child missing out on their educational experience.*

**Priority Three** - To create evidence books that will highlight what Aldingbourne School offers to the children in all the Foundation Subjects.

### **IMPACT -**

*-The school has evidence to demonstrate the quality and range of work as well as pupils voice for each Foundation Subject.*

**Priority Four** - To work alongside the WSCC library service to create the most amazing community library.

### **IMPACT -**

- The school will have the most amazing library that can be used to stimulate reading and enhance the reading curriculum at Aldingbourne School.*
- The library will be a place where children can research curriculum topics and in doing so enhance their knowledge of the world around them.*

## OFSTED 2022

"Pupils certainly enjoy their learning."

"Learning to read is one of this school's top priorities"

"Teachers ignite pupils' interest"

"Pupils respond enthusiastically to active learning opportunities"

"There is a wealth of opportunities to take part in after-school clubs, drama productions and sporting events."



# BEHAVIOUR AND ATTITUDES

(OUTSTANDING)

## WHAT DOES IT LOOK LIKE?

OFSTED 2022 States...

*'Staff treat pupils with respect and kindness. Pupils demonstrate those same characteristics. They are unfailingly polite. They listen to others' views without interrupting. Staff model high standards of behaviour. They expect equally high standards in return. Pupils do not disappoint because they behave exceptionally well. Key stage 2 pupils are especially proud of their friendly school. Staff, pupils and parents report very few incidents of bullying. School records confirm this position. If pupils have a concern, they know that they must tell someone. They trust the adults in school to sort it out.'*

Behaviour is consistently of a very high standard. Even at an early age, learners listen to one another and take full responsibility for themselves and their actions. The ethos of the school, which has a high emphasis on respect for self and others, provides a very strong and effective focus for pupil behaviour. Outstanding standards of behaviour are fostered through the caring and supportive relationships between the whole school community. The behaviour policy for the school is presented as two documents, one for the children and one for parents and carers. The Good Behaviour Booklet for the children includes a section on the school's ten 'Golden Rules'. These golden rules are clearly displayed in the hall and children demonstrate a clear sense of ownership of these rules which encourage pupils to care for and help others. Observations consistently show that pupil behaviour is of a very high standard both during carpet sessions, focused group work and independent activities. Staff make excellent use of praise, class awards, house points, stickers and Friday Feel Good phone call to reward and encourage very good behaviour. We have a postcard system in which teachers inform the Headteacher about children who have been amazing in an aspect of school life. The Headteacher writes a 'praising postcard' to the appropriate child and this is posted to their home address. This instantly informs the parents about their child's success! OfSTED commented in 2022 on the high standard of behaviour across the school.

Children are punctual and, on the whole, rarely absent. Attendance records show that attendance at the school is in line with the national average. Attendance is recorded at 95%. These rates of attendance are due to the awareness parents have of the importance of attendance together with the fact that the school has a rigorous approach to following up absence. The school operates a very thorough system for checking on the safety of children. Any child whose absence is not accounted for is telephoned within twenty minutes of the register being closed. This instantly allows the school to know that all its children are safe and accounted for and has trained parents to inform us swiftly of a reason for absence. Last year we introduced the Government's statutory guidelines on attendance and FPN. As a school we believe this has further improve our attendance data. Paren

The school has a very caring ethos and a clear system for monitoring the children's well-being and progress so they may flourish. Our Headteacher is our Designated Safeguarding Lead / Child Protection Officer and she disseminates information about specific children to all staff through a weekly morning meeting with the teacher in charge. This ensures that all staff are aware of any child's changing circumstances and are fully committed to ensuring that child's safety and happiness.

The school has adopted a very open door policy. The Headteacher is very visible and is fully aware of all the children's and parents' needs within the school. This approach is filtered down throughout the school and all staff, parents and children are encouraged to speak openly and share any worries they may have. Our School Council (MCM) meet weekly over a working lunch to discuss any concerns they may have. This has been really positive and it has given the children a true 'voice' in the school. To encourage this open approach, the Leadership Team decided that it would be beneficial for them all to be visible at crucial parts of the school day. Therefore, they ensure that they are present at different entrances to the school both at the beginning and the end of the day as well as being part of the lunchtime supervision team every day.

As a school, we realise that playtime and lunchtime are potentially the time of day when children are most vulnerable. To counteract this risk the school is highly committed to ensuring there is a high proportion of adult supervision during playtime and lunchtime. Over recent years, the school has worked hard through regular teaching assistant and lunchtime supervisor's meetings to adopt a pro-active style to supervision. Therefore, members of the lunchtime supervision team have designated areas to supervise and have been trained in positive interaction and intervention as a way of promoting positive behaviour together with having clear guidelines on how to sanction inappropriate behaviour. The school grounds have been developed in such a way that all the space is used and the children have lots to do. We have a role play area, musical / drama area, physical area, games area, quiet area, bouldering rock, ramble route, science area, reading bus, a Mile a Day Track and outside gym area. The children have free flow play in all these areas and they use the space positively and creatively.

Assemblies and PSHCE lessons give children very clear boundaries on how to behave and what is or is not acceptable. Our Good Behaviour Booklet, behaviour policy and the British Values outlines the clear behaviour guidelines and the schools approach to bullying, racism and anti-social behaviour. These documents are given out to all new parents to share with their child and are also redistributed at the start of Key Stage 2.

The school environment is one of trust and respect. Children and adults build very close relationships and this allows children to feel safe about informing staff of incidents at home which may cause them harm or distress. The ratio of staff to pupils throughout the school also ensures that staff are alert to any children that may appear sad, distressed or withdrawn. Staff act on this by informing the class teacher or Headteacher, and action is taken immediately. The school has very robust safeguarding procedures ensuring all children and staff are always 100% safe.

A regular weekly morning meeting ensures that as staff we are all fully aware of any incidents involving children who may feel at risk or have encountered any difficult situations in school or at home. The school over recent years has not only worked hard to ensure the children's safety and well-being whilst in school, but has also worked hard to equip the children with the life skills essential to keeping them safe outside of school.

- ✓ Every term we have an internet safety lesson, in which each class works with the ICT Coordinator to learn all about how to keep safe when using ICT. We have a weekly ICT leaflet for parents, which deals with issues/ tips linked to internet safety. It is known as 'Tech Tuesday' and parents have found it incredibly useful. We also offer parents the opportunity to attend an Internet Safety Evening to discuss any concerns / questions they may have linked to online safety.
- ✓ The school also organises a First Aid day in which all Key Stage 1 and 2 children spend time learning about basic first aid with a qualified first aider.

- ✓ Annual visits from local services such as the Fire and Police services and local magistrates help raise children's awareness of key risks and how to deal with them.
- ✓ During PSHCE lessons, the teacher talks to children about hygiene and changes in their bodies that they will encounter in the coming years.
- ✓ Ex-pupils visit the school to talk to year 6 about life at Secondary School
- ✓ Termly, the School Council will also walk around the school to assess the health and safety issues within the school. They feedback to the other children and staff in a whole school assembly. This has really helped children identify how and why they should keep themselves safe.
- ✓ Last year we introduced a Maintenance Team. The children carry out little maintenance jobs that keep the school safe and tidy. We will be continuing this for the foreseeable future.

Advice and guidance is freely available at Aldingbourne School as we have a very 'open door' policy to parents and children alike. We work especially hard to guide and support children through vital transition periods such as the move into a new class or key stage, the beginnings of puberty and the all-important transfer to secondary school. Visits from the school nurse, secondary school teachers, staff and TA transfer chats, class transfers for pupils and transfer evenings for parents and pupils all help the children through these changing times.

Children most at risk, including SEND children, are very well supported. A visit from the advisory service recognized our provision for SEND children as exemplary. They make good or better progress from their starting points. The school has close links with outside agencies, for example the school speech and language team. They use these links for advice and guidance whenever needed. Any child who is identified as vulnerable is reported to our Child Protection Officer (Headteacher) and appropriate action is taken immediately.

The SEND Co-ordinator, teachers and teaching assistants, work together to not only support children with learning difficulties, but also children who are in any way vulnerable. An IEP / Provision Map is set up for each child who is identified on the SEND Register. This is carried out in consultation with their class teacher and progress towards meeting targets is closely monitored. Regular contact with parents mean that parents are kept well-informed of their child's progress and continuing needs. A concerning children staff meeting takes place termly, in which staff discuss any children who may need emotional, physical or educational support. As a staff relevant support is allocated and monitored. This process ensures all children are catered for and more importantly all staff are fully aware of every child's needs within the school. This is what makes Aldingbourne School UNIQUE!

## **WHAT NEXT?**

Priority 2 will have an impact on behaviour and attitudes at Aldingbourne School

**Priority Two** - To continue to support pupils SEMH by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

### **IMPACT -**

- *Children who have SEMH needs will be effectively monitored and reviewed using behaviour logs and plans. This will ensure that strategies are put in place to help children manage their behaviour. The plans also ensure that ALL staff are aware of what each individual child needs to manage their behaviour and remain in their appropriate setting.*
- *Staff will plan support work that will match the children's needs and allow them to engage in some or all of the learning. This will ensure that progress is made at the appropriate pace and level.*
- *Children who have SEMH needs and become dysregulated and disruptive in their classroom setting are given an alternate provision / place that will allow them to calm down and regulate so they can return back to class.*

# PERSONAL DEVELOPMENT

## (OUTSTANDING)

Aldingbourne School has worked incredibly hard to create a curriculum that focuses on the children's personal development as well as academic. All children experience a wide range of subjects and activities. On a Wednesday the Junior children experience rotation day, in which they are taught four different foundation subjects in that day. These include, RE, music, PSHCE, OAA, Dance, French, Art, swimming, reading comprehension and ICT. These lessons give the children the opportunity to develop a variety of skills, knowledge, opinions and beliefs. All these lessons offer children the opportunity to express themselves as well as teaching them how to behave and stay safe in society. For example during ICT the children experience a termly online safety lesson. In RE they learn about different faiths and in year 5 they visit the local mosque which is an example of how RE offers progression because in the infants they visit a local Methodist church.

Aldingbourne School aims to provide children with opportunities that will develop their own personal development. For example assembly themes such as being different, choices, every child matters encourage children to think about and reflect on what sort of person they want to be. They promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique this is built on even further in subjects such as PSHCE and RE. The PSHCE curriculum is well planned in both key stage 1 and 2 and builds on previous knowledge and skills. This is evident in the school progression maps. For example in Key Stage 1 the children are taught about what is a relationship? and the types of relationships they experience. In Key Stage 2 this is explored even further to look at what is a healthy relationship and what you can do if you find yourself in an unhealthy relationship. This is especially important for year 6 children heading into Secondary School.

How we behave towards each other is at the core of the school's success. Respect and tolerance is so important and this is celebrated weekly during Friday assembly when a British Value badge is presented to children who display one of the four British values. Teachers and children can nominate each other and the badges are presented by the Headteacher. This is a very powerful message to everybody in the school and highlights the importance of life in modern Britain and how they can contribute positively to it.

PE is a huge focus in the school and is driven by the Headteacher and the PE coordinator. All children experience two or more hours of physical activity a week. This is made up of gymnastics, dance, games, swimming and OAA. It varies depending on the academic term. As a result of the high quality PE teaching and the variety of experiences, children develop an understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle. The school prides itself on giving ample of opportunities for children to be active during the school day and through extra-curricular activities. All children and teachers take-part in the 'mile a day'. Throughout their time at Aldingbourne School, the children are given opportunities to learn new sports, this takes place both in school time and after-school. All teachers run an after-school club and this gives the children the opportunity to develop an outside interest but also build new relationships with children from different year groups and also other teachers. Every year the school organises a whole school sports day which offers children the opportunity to try eight new / different sports. This year they experienced curling, badminton, archery and crochet. Every year there is a different focus and this allows children to find out for themselves what sports suite them. It also develops the confidence to try something new and this prepares them for the future, when they leave Aldingbourne School.

Last year the school performed the play 'Matilda'. Through the school's music curriculum we identified several children who had amazing musical ability and who had the skills and talent to play live in the school musical. It was phenomenal and gave these young musicians the opportunity to perform in a band to an audience at the age of 11. WOW! This year we have a new school band developing. What this space!

The school offers a wealth of opportunities which range from musical experiences to artistic experiences, from drama experiences to cookery challenges, from outdoor activities to academic experiences. All these opportunities are open to all children and demonstrate that the school prides itself on equality and inclusion. Every child has the right to an education that will develop their physical, mental, spiritual, moral, social and cultural skills. At Aldingbourne school we deliver a curriculum that does just this and OFSTED 2022 agrees with us.

## **OFSTED 2022**

Meaningful experiences, such as visits and visitors, bring subjects alive. As pupils move through the school, there is a wealth of opportunities to take part in after-school clubs, drama productions and sporting events.

Pupils have opportunities to learn a wide range of sports, including athletics. They are proud to represent the school.

Pupils' time at the school culminates in a residential week filled with adventurous activities.

Teachers strongly support pupils' personal development. Their conduct and behaviour are a testament to the quality of the staff's work.

Children's positive attitudes start to be built in the Reception class, where they learn the benefits of working cooperatively. Pupils become increasingly thoughtful towards others. They learn about diversity and are sensitive towards disabled people.

They appreciate why some people need more support than others, including in their school. Teachers ensure that pupils learn about fairness and justice. They take an interest in the communities to which they belong and the contribution they can make, such as by raising funds for charity.

## **WHAT NEXT?**

Priority 2 will have an impact on personal development at Aldingbourne School

**Priority Two** – To continue to support pupils SEMH by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

### **IMPACT -**

- *Staff will plan support work that will match the children's needs and allow them to engage in some or all of the learning. This will ensure that progress is made at the appropriate pace and level.*
- *Children who have SEMH needs and become dysregulated and disruptive in their classroom setting are given an alternate provision / place that will allow them to calm down and regulate so they can return back to class and continue to make progress in their work.*

**Priority Three** – To create evidence books that will highlight what Aldingbourne School offers to the children in all the Foundation Subjects.

### **IMPACT -**

- *The evidence books provides pupil voice comments which capture what the children have learnt and what they feel about the Foundation Subjects.*

**Priority Four** – To work alongside the WSCC library service to create the most amazing community library.

### **IMPACT -**

- *The school will have the most amazing library that can be used to stimulate reading and enhance the reading curriculum at Aldingbourne School. This will give all the children the experience of going to a local library*
- *The library will be a place where children can research curriculum topics and in doing so enhance their knowledge of the world around them.*
- *The year 6 librarians will have the opportunity to development knowledge on how a 'real life' library is organised and run. They will help the school manage the library with the support of the school's literacy coordinator.*

# EARLY YEARS PROVISION

(OUTSTANDING)

## WHAT DOES IT LOOK LIKE?

### OFSTED 2022 states...

Parents and carers of Reception children say that their children quickly settle into routines.

In the Foundation Stage, the standards learners achieve are outstanding given their capability and starting point. Assessments made on entry to school indicate that the starting point of our Foundation children is in line with the national average.

All learners in the Foundation Stage progress at least at a very good rate and many make excellent progress, as reflected in the Foundation Stage profile results at the end of the Foundation Stage. The DFE Baseline assessment, the schools own initial assessment and the school's tracking grid system are used very effectively to predict progress and ascertain whether pupils are on track to make expected progress. Baseline on entry ensures that children are set challenging targets from day one. Each term, the children are then assessed during a mid-term assessment week. This includes independent work in maths, writing, reading, phonics and independent learning. This work is analysed to inform future targets. Any changes are recorded on tracking grids. The evidence is kept on Tapastry and in class books.

According to previous OFSTEDs, all learners are gaining knowledge skills and understanding at an excellent rate. Recent observations show that progress made by all pupils was very good. Observations from the Headteacher indicate that expectations and standards of teaching within the Foundation Stage are outstanding and, as a result, standards are exceptionally high.

The Foundation Stage is a strength of the school. The school has been visited by numerous teachers and Headteachers, the focus being classroom environment, phonics and standards achieved by learners in the Foundation Stage. We are incredibly proud of our Foundation Stage provision.

Last year, the Foundation Stage had a very challenging year. Several children started school with very challenging needs and this sent the school but especially the Foundation Stage into turmoil. As a school, we had never experienced such extreme behaviours and we were struggling to accommodate the needs of these children. We worked closely with WSCC and the LBAT team. Sadly, one of the children was excluded and the other child was continued on a part-time basis. This whole experience made us stop and reflect on the current practice within the Foundation Stage and as a result of this we have begun to adapt the Foundation Stage curriculum. This will enable us to cater for all learners so that every child in the Foundation Stage setting is able to engage in a curriculum / setting that is appropriate to their needs as well as being a safe environment for everybody.

## **WHAT NEXT?**

Priority 2 will have an impact on Early Years provision at Aldingbourne School

**Priority One** – To strengthen our understanding of expected standards across all year groups in the core subjects, ensuring consistency and clarity in expectations.

### **IMPACT -**

*-Early year Teachers will have a better knowledge of the range of standards within the EYFS class and the expected standards required at the end of the EYFS year. This knowledge will allow teachers to extend or support children in writing enabling them to make further progress and meet their expected standards for the EYFS.*

**Priority Two** – To continue to support pupils SEMH needs by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

### **IMPACT -**

- *Children in the EYFS who have SEMH needs will be effectively monitored and reviewed using behaviour logs and plans. This will ensure that these children receive the correct support from ALL staff within the school.*
- *Staff working within the EYFS setting will plan support work that will match the children's needs and allow them to engage in some or all of the learning. This will ensure that progress is made at the appropriate pace and level.*
- *Children in the EYFS setting who have SEMH needs and become dysregulated can remain at school with the support of alternate provision. If this provision is unsuitable the SEND coordinator will ensure a suitable outside provider is sourced so that no child is missing out on their educational experience.*

**Priority Four** – To work alongside the WSCC library service to create the most amazing community library.

### **IMPACT -**

*-The school will have the most amazing library that can be used to stimulate reading and enhance the reading curriculum at Aldingbourne School. This will give all the children in the EYFS setting the experience of visiting a local library*

# LEADERSHIP & MANAGEMENT (GOOD)

## WHAT DOES IT LOOK LIKE?

The leaders of the school at all levels provide it with a vibrant sense of purpose, with an unerring focus on promoting high standards and the fullest personal development of the learners. Morale is very high. The Headteacher and her Leadership Team have a clear vision for the school which is disseminated to and shared by the rest of the whole school community. The system of school development planning which involves the whole staff at the beginning of the academic year is incredibly effective. Teachers, TA's, office staff and Governors meet for a whole day and work together to...

- ☺ review our school mission statement and aims
- ☺ establish what we think as a staff makes our school successful and why?
- ☺ analyse performance data
- ☺ review last year's priorities
- ☺ discuss possible areas of improvement and set new priorities for the forthcoming year
- ☺ subject co-ordinators look at priorities and check for links in their subjects

As a result of this whole school approach to analysing performance and setting new goals, a clear and outstanding commitment to high standards is evident and permeates the whole school. In September, the newly agreed priorities are disseminated to parents in the first monthly newsletter. The school's mission statement *'to learn to be the best that we can be by educating our children in a caring, happy environment so that they can develop their full potential through our commitment'* is supported by the British Values and our wonderful Golden Rules, all of which are driven by the school's clear drive to promote high standards and maximise children's personal development. These aims are all appropriate and clearly visible in the school's daily life. The school's ethos is extremely positive and pupils feel valued so that the commitment to high achievement is tangible in every classroom. Other staff members are co-ordinators of different subject areas, all of which are very well led. The provision of a shadow co-ordinator, helps maintain continuity as staff change. The annual monitoring week of curriculum areas allows subject leaders to scrutinize their subject and make judgements about children's progress within their subject. They may observe lessons, sample work, carry out pupil interviews or analyse data. Any weaknesses or areas for development are dealt with promptly and decisively.

An effective system of performance management works throughout the school and involves every member of staff. This process happens at the beginning of every academic year and is directly linked to the school's new priorities. This, in turn, raises levels of achievement in staff performance and drives forward pupil attainment / progress. Teaching is monitored and quality assured through a rigorous and effective system of monitoring. Annually, the school has two observation weeks, each with a different focus but with a clear link to the school's priorities. For example the observation week last Autumn term looked at support work and the impact this is having on filling the gaps in children's learning.

The second observation week takes place in the Spring Term and is a peer observation. Teachers observe each other alongside the Headteacher. Each member of staff feeds back to the member of staff they have observed. This is a very worthwhile exercise and allows excellent practice to be shared.

The inclusion of all learners is a central goal that is very effectively promoted and discrimination is tackled with vigour. The mission statement for our school talks of helping children achieve their full potential. We are fully committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all of our children. The achievements, attitudes and well-being of all our children matter irrespective of ethnicity, attainment, age, disability, gender or background. OFSTED 2022 highlighted inclusion as a major strength of the school. All children are catered for but the provision for SEND and PP (pupil premium) children is particularly strong. These groups of children, on the whole, make as much progress as any other groups. PP children perform really well in the school with the majority of them meeting the expected level and often exceeding progress. Children with particular needs are identified early in their school life and appropriate support is put in place (See concerning children register). Furthermore, very focused assemblies led by the Headteacher, gives a clear message that everybody should be treated the same and be given the opportunities to excel in everything they do. Our PSHCE sessions in KS 1 and KS 2 tackle issues such as PREVENT discrimination, anti-social behaviour, well-being and mental health issues. Role play helps the children to explore how they would tackle such issues in real life. Staff are committed to ensuring that all children are treated fairly and feel fully included. The schools very visual aims, golden rules, British Values, lunchtime and play time rules, as well as weekly morning meetings, all ensure that everybody is clear of the boundaries set in order to ensure we are all equal.

The school is very effectively managed in a way that ensures the very best use of resources, thorough and incisive quality assurance of its work, and prompt and decisive action to remedy any problems. Within the school, there are very good levels of staff and resources. The high level of teaching support in both Key Stage 1 and 2 has a major impact on the teaching for learning that takes place in the school. Regular staff meetings for all members of staff together with whole school Insets and termly staff chats raises levels of productivity, as staff have a clear understanding of their roles and responsibilities within the school.

These roles and responsibilities include a high proportion of specialist teaching time. For example, a member of the SLT spends a morning a week working with booster groups in Year 5 and Year 6 on reading comprehension skills. This is a very effective deployment of staffing as it utilizes their specialism to have the maximum impact on the children. The Headteacher commits a high proportion of her time to specialist teaching in different classes which, in turn, releases teachers to work with a small focused group or allows team teaching opportunities. It also ensures that her experience remains rooted in the classroom and, together with her Leadership Team, she leads by example, having high expectations of what can be achieved and performing to a high standard in the classroom.

The schools ALPS approach to teaching and learning demands high quality and highly visual learning resources which are evident throughout the school. Most of these resources are made within the school, ensuring that they are fully matched to our direct needs and of the highest quality. Key Stage meetings, staff meetings, Insets and parent workshops are all times when we work together to share ideas and make resources. The Headteacher, together with the finance committee, prioritises the quality of resources throughout the school and allocates a substantial amount of the school's budget to purchasing and renewing resources so they remain of the highest quality. Our PTA also raises a substantial amount of money each year and as a school we work closely with the PTA to ensure that this money is spent effectively. For example, last year they raised £10,000 and this contributed to an all-weather play area and new playground markings. The Headteacher and a member of the Leadership Team are members of the PTA and this ensures close links are maintained. The school is incredibly well resourced and we are always looking at ways to raise money or obtain grants that can be spent on

improving the school's resources. For example we successfully applied for a Sports Grant, which enabled us to fund a 'Mile a Day Track'. At this present time we are fund raising for a new library via a Crowd Funding page. The Headteacher and another member of staff also climbed Kilimanjaro to raise money for the school library. The whole school community supported them in this amazing challenge.

The accommodation in the school is good. The semi-open plan nature of the key stage bases promote links between the classes that team teach and reinforce the open and welcoming ethos of the school. The interior of the classrooms are made stimulating and exciting for the children through lively displays which are shared nationally through Harper Collins publications. The school has successfully organized and facilitated training days for teachers based on a number of different themes, for example, Dealing with Displays, Song of Sounds Phonics, The Creative Curriculum, and The Outdoor Classroom. The Headteacher and EYFS coordinator are also involved in training students at the University of Chichester (UCC) on creative phonics teaching. The school is continually being visited by schools from all over the South of England, as well as international teachers. The response has been amazing and we are so pleased that our high standards are being shared worldwide. The Headteacher has recently been awarded an Honorary Master of Education Award from the University of Chichester, as a result of her contribution to Education. This is a great honor for the school and the Headteacher.

The school's environment is definitely a strength both internally and externally. It all begins with a 'magical' archway leading in to a large office area and medical room, a tidy clutter free staffroom that accommodates all staff, a toilet for the disabled and a luxurious art and drama cupboard. Each classroom is equipped with interactive televisions and computer stations. We also have an ICT suite, a music room, a practical room, a reading bus and a 1950's diner for school lunches. The outside accommodation is also outstanding, including a larger than average playing field, a small outdoor heated swimming pool, an adventure playground, a stunning environmental area, a staggering science garden, a climbing rock, a very 'jolly' role play area which includes a pirate boat and castle, a percussion playground which includes giant instruments and a stunning decked stage, a rambling route and caving / tunnelling area, a Mile a Day track and a large multi-gym area which accommodates 22 children. The reception class has their own playground and outside area which includes a large sandpit area, a role play house, climbing wall and patio areas and a magical wooded area. It also has an indoor play area which allows for indoor and outdoor play. The Key Stage 1 area also benefits from an indoor covered play area which ensures that play is an extension of the classroom.

The school manages its available funds very well and with care, in order to achieve the most efficient use of resources and value for money. The governing body is very effective and monitors expenditure carefully in half-termly finance meetings. The Headteacher and bursar meet weekly to discuss expenditure and monitor the school budget. The school regularly reviews building and maintenance contracts and invites competitive quotations from contractors. The Governing body and the Headteacher consult with co-ordinators, staff, parents and pupils about expenditure for the school.

The Headteacher together with her Leadership Team and Governing body are pro-active in making links with other providers, services, employers and other organisations to promote the integration of care, education and extended services to enhance learning. Recent links made include:

- Reception teacher visits feeder nurseries
- Staff from secondary schools are welcomed to visit our year 6 children.
- Regular visits from other schools to look at quality of teaching and school environment.
- Fire Brigade, Police visit school annually.
- Qualified first aid teacher, teaches first aid to each of our KS1 & 2 classes annually.
- Road safety team teach year 6 cycling proficiency annually.

- Gym club, Tennis club, Football club run a variety of different evenings for children from the local community.
- Year 4 children visit the recycling centre
- Members of the magistrates court visit Year 6 to discuss issues linked to anti-social behaviour and the law process.
- Year 3 children are visited by Canine Partners as part of their PSHCE curriculum
- Local church members lead assemblies and annually the year 5 children visit the local mosque and the KS 1 children visit the Methodist church.
- Headteachers and staff from across the country have visited the school to observe teaching in both KS 1 and 2 and to look at the outside provision.

The links that have been made by the Leadership Team have enhanced the curriculum and have had a direct impact on children's learning and quality of teaching. As a result of this, they are highly committed to ensuring these links are maintained annually and new links are constantly sought out and forged.

The Governing Body is graded as good and is effective in carrying out its statutory duties.

OFSTED 2022 states...'*Governors are working closely with leaders to check the quality of provision.*'

The Governors take an active role in the strategic management of the school and have a good understanding of the school's strengths and weaknesses. The Governing body are invited to attend all school functions including Insets and staff meetings. They themselves meet termly and their sub-committees meet half termly. Staff and Governors meet to give updates on their subject areas. They are very visual around the school and are keen to extend their knowledge and understanding of the schools curriculum. A booklet entitled 'Being an Effective Governor' is given to all Governors and outlines what is expected from a Governor at Aldingbourne School. We have also begun in-house training for Governors which has been incredibly effective in developing Governors' knowledge and skills in relation to different aspects of school life. They have received the following : data analysis training, ALPS training, Safe Guarding, Fire Safety, Creative Teaching, VCOP training and an INSET on PREVENT, Song of Sounds phonic training and Filtering and Monitoring training.

## **WHAT NEXT?**

Leadership and management throughout the school is good. According to OFSTED the school is well led by the Headteacher and Governors. This year the school needs to focus on the following priorities and it is vital that the Governors and Headteacher ensure this happens.

### **HOW?**

**Priority One** - To strengthen our understanding of expected standards across all year groups in the core subjects, ensuring consistency and clarity in expectations.

### **GOVERNORS will...**

- Finance Committee will agree budget to allow for the payment of 2 moderators to visit the school to work with the teaching staff
- Curriculum committee to engage in a moderation / standardisation session led by a member of the SLT at a Governors meeting.

**Priority Two** - To continue to support pupils SEMH by exploring alternate provisions, embedding effective behaviour logs and plans, and ensuring consistent systems and strategies.

**GOVERNORS will...**

- *Finance Committee will agree budget to allow for the appointment of a part-time teaching assistant to provide support in the EYFS for children experiencing SEMH needs*
- *Finance Committee will agree budget to allow for the appointment of a part-time teaching assistant. This member of staff will provide support and guidance in the alternate provision setting for children who are struggling to remain in their class due to SEMH needs.*
- *Curriculum committee to receive regular updates on children who are struggling with their SEMH needs. Governors to monitor the schools actions.*
- *Curriculum Committee to review the new Behaviour Policy and check it matches the schools ethos and actions in relation to behaviour*
- *Governors will attend school to observe the school's provision for children who have SEMH needs.*

**Priority Three** - To create evidence books that will highlight what Aldingbourne School offers to the children in all the Foundation Subjects.

**GOVERNORS will...**

- *Curriculum committee will monitor the books and with the support of a member of the SLT will look at the evidence in the books and carry out a review.*

**Priority Four** - To work alongside the WSCC library service to create the most amazing community library.

**GOVERNORS will...**

- *Finance Committee will monitor payments to the school from the library service*
- *Governors to receive termly updates linked to the building of the library*