



The Albourne Way

Living life to the full

Albourne School @ a Glance 2024-25

Hurst
EDUCATION TRUST

Albourne Church of England Primary School is ambitious, nurturing and an exciting learning community. Using our Christian Values, children follow The Albourne Way, are encouraged to flourish, become independent learners, be the person they are capable of being and live their life to the full.

School Context July 2025

Set in the village of Albourne, at the foot of the South Downs.

NOR: 167 (180 September 2025)

SEND: 37 – 22%

EHCP: 7

PP: 16 – 10%

Attendance: 95% P.A. 11%

Pupil Premium

2024/2025 PP funding approx. £31,374

Spending: £25,000: Teaching / TA: nurture groups, S&L. Targeted academic support: phonics groups, speech & language, interventions. £6,374 wider support: Nurture groups, play therapy, equine therapy, clubs and residential support. Out of the 16 PP children in the school 50% are SEND.

Sports Funding

2024/2025 sports funding approx. £17,400.

Spending: £525 PE Subscription. £10000 Sports lunchtime Coaches. £1672 Opal Play £1250 Mid-Sussex Active.

SDP 2025-2026

Quality of Education: Improve writing standards - Adapt writing curriculum to include differentiated strategies for all learners, with a focus on boys' engagement. Lesson Design: Embed The Albourne Learners into lesson design - Lessons...The Albourne Way. Adaptation targets are SMART for ALL pupils to show excellent progress from starting points. Outdoor learning design – implement outdoor learning provision. Foundation subjects are bespoke to Albourne / our context. How do we do non-core The Albourne Way? **Behaviour & Attitudes:** Behaviour for Learning Albourne policy to explicitly incorporate the Albourne Learners.

Personal Development: Mental health - expand mental health support through use of the Albourne learner (The Carer) and outdoor learning initiatives. Collective Worship to be planned over a cycle to include all of the Christian Values, with pupil involvement.

Leadership & Management: Seek grants to improve offer for children: pods for kitchen / cooking lessons, music bands. How do we ensure children recall information over-time- recall facts and apply to new questions in non-core? Retention of knowledge and skills in non-core?

EYFS: Reading challenge in EYFS. Staff development clear system where all staff know the areas that children need to develop to be ELG in specific areas – gaps. Use of AI to generate specific questions for all adults to use in areas to develop high-quality interactions.

Achievements:

Ofsted February 2025: 'Pupils love learning.' **SIAMS January 2025:** 'Children at Albourne are very fortunate to be there.'

The Albourne Learners: 'Albourne learners are impactful and inspirational.' **SIAMS Jan 25'**. 'A significant piece of work which gives the children aspirational role models.' Ofsted

The Explorer



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

The Polisher

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



The Listener



Following The Albourne Way, I am resilient, always responding to questions, learning from my mistakes and enjoying critical feedback.

The Carer



Following The Albourne Way, I am kind-hearted, care for all the living things – animals, birds, flowers and trees, and every person in the world. All God made is precious because God loves each of them just as He loves me.

The Numberer

Following The Albourne Way, I am curious about maths, use my number knowledge to explore patterns, shapes and enjoy investigating how maths is used in everyday life and the world beyond.



The Albourner – designed by a Y6 child

2025 SATs results:

The vision – **The Albourne Way – living life to the full** continues to be a driver for improvement across the school.

Explorer Reading Challenge: 100% children who have completed challenge have achieved at least expected end of year.

Maths Mastery implementation has led to an average % at expected of 79% across Y1-5.

Finance: Proactive decisions and disciplined budget management, turned last year's deficit into a balanced budget.

Key Stage 2 2025 National % 2025

Cohort 24	Reading		Writing		Maths		Combined	
	2024	2025	2024	2025	2024	2025	2024	2025
% EXS	93 74	83 75	79 73	83 72	79 73	83 74	75 61	79 62
% GDS	39 28	54 33	14 12	17 12	25 23	29 26	11 7	17 8
Analysis	2025 results show a sustained greater depth reading standard with 54% GDS. - Combined results have increased again in 2025 and are significantly above National at 79%. Combined GDS has also increased at 17%. - Appeal request has gone in for 1 girl scoring 26. There have been 4 marks found in paper, which would give her 100 scaled score. This would change the reading results to 88% Expected and the combined to 83%.							

Y1-5 2025 KS1 National % 2025

Cohort Y1-5	Reading%		Writing%		Maths%		Combined	
	Exp+	GDS	Exp+	GDS	Exp+	GDS	Exp+	GDS
Year 1 - 22	86	18	78	14	91	9	73	5
Year 2 - 26	62	12	50	4	69	15	46	4
Year 3 - 29	79	17	52	7	76	7	45	3
Year 4 - 19	84	26	64	11	79	11	63	11
Year 5 -19	73	26	58	11	74	32	53	11
Analysis	Y5 Writing The 4 children who are just below are on track to be expected by end of Y6 = 80% Exp+. This would also raise the combined to 80% Exp+. Y2 Writing Out of the 13 children who are just below, 7 are nearly expected. After reviewing the timetables, we will be using SLT to run a specific writing intervention on holding a sentence. These children are on track to be expected by end of Y3 = 77% Exp+. This would also raise the combined to 80% Exp+. Y3 Writing Out of the 8 children who are just below, 5 are nearly expected. These children are being targeted with a specific spelling intervention and are on track to be expected by end of Y3 = 69% Exp+.							

EYFS 2025 National 2025 %

Cohort 29	%GLD		Writing%		Reading%		Maths%	
	2024	2025	2024	2025	2024	2025	2024	2025
GLD	70 68	70 69	74	74	91	85	83	82
Analysis	GLD has remained at 70% for the last 2 years – this is an increase of 12% from 2023 when it was 58%. Use of AI to generate specific questions for all adults to use in areas to develop high-quality interactions.							

Phonics 2025 National 2025 %

Cohort 22		Year 1%			Year 2%		
		Cohort	School	National	Cohort	School	National
2025	ALL	19	86	80	26	92	91
	PP	1	0		1	100	
	SEND	3	67		5	60	
Analysis	3 children who did not pass progress: December – June 1. 4 to 22 marks 2. 10 to 22 marks 3. 10 to 20 marks						

MTC 2025

Cohort	School	National
19		
ALL	26	39
PP	-	
SEND	75	
Average Score		
School		National
21.2		21.1

'Albourne School is like a big family – the children look out for each other and all staff and students know each other, regardless of which class they are in. The Albourne Way has strengthened this as well as making the children aspire to constantly improve their work.' Parent 2025

Next Steps:

Apply for grants to fund: Modular pods for: kitchen (school cooking lessons) and music (band lessons).

Adapt 'Write...The Albourne Way' to ensure all learners make progress and specific adaptations are made, particularly for boys.

Further strengthen links with our sister school through shared CPD / projects. Engage the local community.....life outside of Albourne

Lesson design... The Albourne Way. Embed lesson design aligned with the Albourne Learners.

Behaviour for Learning... The Albourne Way.

Well-being for staff – improve staffroom environment.