





Context statement

Archbishop Courtenay Primary School

School identity and governance

- Church of England primary school – Aquila Diocese of Canterbury Multi-Academy Trust
- Local church and Diocesan partnerships: All Saints Church - Canterbury Diocese
- Governance: The trust board is the main governing body for our multi-academy trust (MAT). It is responsible for the strategic leadership, accountability, and oversight of all schools within the trust. We have a Local Governing Body. These boards are responsible for governance at the individual school level, according to the responsibilities delegated to them by the trust board. The level of responsibility and decision-making power held by LGBs is set out in the trust's scheme of delegation. This document details which functions are retained by the trust board and which are delegated to LGBs.

Pupil population (current profile — replace placeholders with live figures)

- Number on roll: 327
- Targeted: 42%
- Expanded FSM: 33%
- SEND: 19% (range includes cognition & learning, SEMH, communication).
- EAL: 51% (many pupils arrive at differing stages of English acquisition).
- Gender: Boys 53% / Girls 47%.
- In-year mobility / new arrivals: *Total mobility: 10.1%*

We have admitted 15 children through in-year admissions so far, this academic year. Despite this, our waiting list remains high at 88 pupils — we have added a further 16 children to the list recently. This sustained demand clearly demonstrates the need for additional school places in Maidstone.

To address this, we have taken a proactive approach and met with a range of influential stakeholders to seek support for school expansion, including Helen Grant MP; Beverly Fordham, KCC Cabinet Member for Education; Nick Abrahams, Assistant Director, Education; Stuart Jeffery, KCC and Maidstone Borough Councillor; and Paul Thomas, KCC and parish councillor.

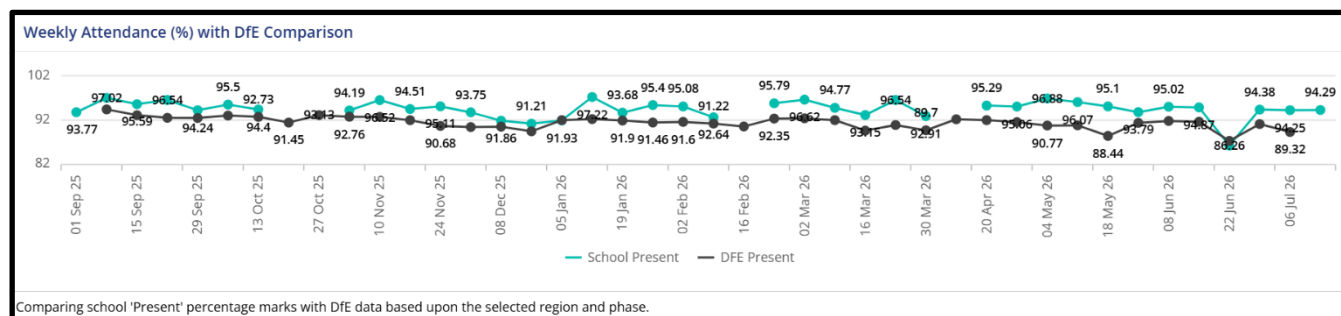
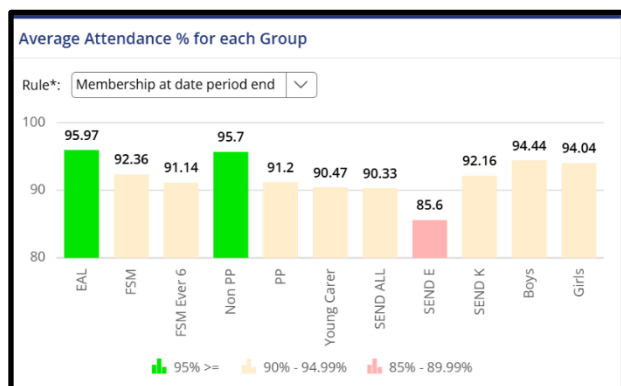
- Significant contextual factors: high proportion of disadvantaged and EAL pupils; varied levels of prior attainment on entry; some cohort instability through in-year admissions.



Vision, values and Christian character

- Vision: "As a haven of hope and aspiration, our richly unique and diverse children are nurtured with kindness and compassion, learning to value themselves and others. God's love and care guides us along our spiritual path making us a strong, resilient and proud community, ready to learn, thrive and flourish together." (Underpinned by Jeremiah 29:11 and the parable of the wise and foolish builders.)
- Values: Compassion, Friendship, Resilience, Respect, Aspiration.
- Distinctive character: Church school ethos shapes collective worship, RE and pastoral work; partnerships with the local church and Diocese support spiritual development.

Attendance @July 2026 = 94.2%



Absence 5.82%	Regional DfE Absence 8.3% School Region and Phase
Authorised Absence 4.63%	Regional DfE Authorised Absence 5.3% School Region and Phase
Unauthorised Absence 1.19%	Regional DfE Unauthorised Absence 3% School Region and Phase

Quality of Education





Strengths

Archbishop Courtenay Primary School continues to provide a 'Good' quality of education, underpinned by an ambitious vision that every child will flourish academically, socially and spiritually. Our curriculum is broad, knowledge-rich and carefully sequenced, enabling pupils to develop secure knowledge, vocabulary and skills across all subjects. Leaders have maintained a relentless focus on ensuring that the curriculum is both aspirational and inclusive, enabling all pupils, including those with SEND, disadvantaged pupils and those with English as an Additional Language, to access high-quality learning and achieve success.

During the past year, we have strengthened curriculum implementation through the introduction and embedding of high-quality, evidence-informed programmes. Lexia has become an integral part of our reading provision, supporting pupils in developing fluency, comprehension and independence, while Readers' Theatre has transformed pupils' confidence, prosody and oracy across Key Stage Two. The refurbishment of our library has further enhanced our reading culture, creating an engaging environment where reading for pleasure is celebrated and promoted throughout the school. These developments have contributed to improved pupil engagement and increasingly positive attitudes towards reading.

Writing continues to be a significant whole-school priority. Leaders have introduced Pathways to Write in Key Stage Two, Curious Quest in Key Stage One and Drawing Club within the Early Years, creating a coherent approach that develops vocabulary, creativity and writing stamina from Nursery through to Year 6. Professional development has supported staff in delivering these approaches consistently, while carefully selected digital innovations, including the trial of AI to support assessment and feedback, have reduced workload whilst improving teachers' understanding of pupils' next steps. Clarification has been given around the whole-school spelling strategy and continued focus on handwriting further strengthen pupils' transcription skills, enabling them to write with increasing confidence and accuracy.

Mathematics has continued to develop through the consistent implementation of White Rose Maths resources, greater use of manipulatives and an increased emphasis on mathematical fluency. Leaders have strengthened professional development through engagement with the Maths Hub and targeted CPD focusing on adaptive teaching and dyscalculia awareness. Teachers are increasingly confident in using assessment information to identify misconceptions quickly and adapt teaching accordingly. Pupils demonstrate growing confidence in explaining their mathematical thinking and applying their understanding across different contexts.

The school's commitment to inclusion remains a defining strength of its curriculum. Leaders have continued to develop a neurodiverse-friendly learning environment through the implementation of the PINS project, enhanced adaptive teaching strategies and improved classroom environments. Sensory provision, investment in technology, communication strategies and staff training have enabled pupils with additional needs to access learning successfully alongside their peers. The school's inclusive culture ensures that reasonable adjustments are embedded within everyday classroom practice rather than viewed as additional provision, including the use of Widgit. Staff demonstrate a secure understanding of individual pupils' needs and adapt teaching effectively to remove barriers to learning.

Assessment has become increasingly robust and purposeful. The introduction of Smartgrade, No More Marking, revised pupil progress systems and a new monitoring and data analysis framework has strengthened leaders' ability to evaluate learning accurately and respond quickly to emerging trends. Assessment is



used diagnostically rather than simply summatively, enabling teachers to identify misconceptions, provide timely intervention and adapt future planning. Subject leaders are becoming increasingly confident in analysing assessment information alongside monitoring evidence to evaluate the impact of curriculum implementation within their subjects.

The quality of teaching continues to improve through a strong culture of professional learning. Staff engage in high-quality professional development through National College, NPQs, trust-wide collaboration and bespoke in-school training, ensuring teaching approaches remain evidence-informed and consistent. Leaders have successfully balanced high expectations with a commitment to reducing unnecessary workload, enabling teachers to focus on delivering engaging lessons and providing meaningful feedback that supports pupils' progress. This culture of continuous improvement has strengthened professional confidence and created increasing consistency across the school.

Early Years continues to provide a strong foundation for future learning. The development of a clear EYFS vision, alongside preparations for the integration of the new nursery, reflects leaders' ambition to provide a seamless learning journey from Nursery through to Year 6. Communication and language development and carefully planned transition arrangements ensure children develop the knowledge, confidence and independence required for future success. Leaders have already begun strengthening collaboration between Nursery, EYFS and Key Stage One, creating increasingly coherent curriculum progression across the early years of education.

Overall, leaders have successfully maintained high expectations while continuing to refine curriculum implementation. Teaching is increasingly consistent; assessment is becoming more precise and pupils demonstrate positive attitudes towards learning. The curriculum reflects the school's vision of enabling every child to flourish through ambitious, inclusive and high-quality education.

Next Steps

- Further embed consistent implementation of the revised Teaching, Learning and Feedback Policy to ensure the highest quality of teaching is evident across every classroom, whilst reducing teacher workload.
- Continue to refine assessment systems, particularly within foundation subjects, so that assessment information provides an increasingly accurate picture of pupils' knowledge acquisition and informs responsive curriculum planning.
- Further develop subject leaders' expertise in curriculum monitoring, evaluation and data analysis, ensuring they confidently identify strengths, address areas for development and demonstrate measurable impact on pupil outcomes.
- Continue to strengthen adaptive teaching and inclusive classroom practice through the next phase of the PINS project, ensuring neurodiverse strategies become fully embedded across all phases.
- Evaluate the impact of new curriculum initiatives, including Kapow, AI, Lexia and Readers' Theatre, ensuring that successful approaches are embedded consistently and contribute to sustained improvements in pupil outcomes.
- Continue developing a coherent learning journey from Nursery through to Key Stage Two, ensuring curriculum progression, assessment and transition arrangements provide every pupil with the strongest possible start to their education, including the introduction of continuous provision in KS1 and transition.

Behaviour & Attitudes





Strengths

Behaviour and attitudes at Archbishop Courtenay Primary School continue to be Good, reflecting the school's unwavering commitment to providing a nurturing, inclusive and aspirational environment where every child feels safe, valued and ready to learn. Our Christian vision and values of compassion, friendship, resilience, respect and aspiration are evident in the positive relationships that exist throughout the school community and underpin pupils' attitudes towards learning, one another and the wider world.

Pupils consistently demonstrate positive behaviour both within classrooms and around the school. Learning environments are calm, purposeful and welcoming, enabling pupils to engage fully with their learning. Staff have high expectations of behaviour and apply the school's relational approach consistently, ensuring pupils understand both the expectations placed upon them and the support available when challenges arise. Relationships between adults and pupils are a significant strength of the school, creating an atmosphere where pupils feel respected, listened to and confident to take risks in their learning.

A defining feature of the school's behaviour culture is its commitment to inclusion. Leaders have continued to strengthen neurodiverse practice through the ongoing development of the PINS project, enabling staff to develop an increasingly sophisticated understanding of self-regulation, communication and adaptive practice. Sensory rooms, quiet regulation spaces, communication strategies and enhanced classroom environments support pupils to remain engaged in learning whilst developing independence and emotional resilience. Staff consistently seek to understand the reasons behind behaviour, responding with empathy whilst maintaining high expectations. This approach has led to improved engagement, greater emotional regulation and increasingly positive learning behaviours across the school.

The school has continued to transform pupils' experiences beyond the classroom through the successful implementation of the OPAL programme. Achieving the Platinum OPAL Award reflects the school's commitment to providing exceptional opportunities for play, exploration and social development. Purposefully designed play spaces, including role-play areas, creative zones, woodland development, music provision, arts and crafts, construction opportunities and outdoor learning environments encourage pupils to develop resilience, creativity, collaboration and problem-solving skills. These improvements have significantly enhanced the quality of playtimes, reduced behaviour incidents whilst increasing pupil engagement and enjoyment. Pupils demonstrate increasing independence in managing resources, resolving minor disagreements and working cooperatively with their peers.

Attendance remains a whole-school priority and leaders have strengthened systems considerably over the past year. The introduction of a dedicated attendance monitoring system, Attend, has enabled leaders to identify patterns more rapidly, respond promptly to emerging concerns and implement targeted interventions for vulnerable pupils and families. Attendance is monitored rigorously by senior leaders, with regular communication ensuring that barriers to attendance are addressed through supportive, personalised approaches. Leaders have developed stronger partnerships with families and external agencies where appropriate, ensuring attendance remains central to improving pupils' educational outcomes. While persistent absence continues to present challenges, early indications demonstrate that these strengthened systems are improving consistency and enabling more timely intervention.



Pupils demonstrate positive attitudes towards learning across the curriculum. They are proud of their school, speak enthusiastically about the opportunities available to them and show increasing resilience when faced with challenge. The introduction of high-quality curriculum initiatives, alongside the continued development of adaptive teaching, has further improved engagement, particularly for pupils with SEND and those who have previously experienced barriers to learning. Behaviour in lessons is purposeful, allowing teachers to maximise learning time and maintain high expectations for all pupils.

The school's commitment to safeguarding further strengthens behaviour and attitudes. Pupils' report feeling safe in school and know that trusted adults will listen to and support them should concerns arise. Weekly safeguarding monitoring, strengthened trust-wide systems and consistent staff training ensure that pupils' welfare remains central to all decision-making. The close relationship between safeguarding, attendance, behaviour and inclusion enables leaders to respond holistically to pupils' needs, ensuring barriers to learning are identified and addressed swiftly.

Overall, behaviour and attitudes are characterised by strong relationships, inclusive practice and high expectations. Leaders have successfully created a culture where pupils are supported to regulate their emotions, develop resilience and engage positively with all aspects of school life. Continued improvements to attendance systems, play provision and inclusive practice ensure pupils are increasingly well equipped to thrive both academically and personally.

Next Steps

- Continue to strengthen the whole-school attendance strategy through the rigorous use of attendance monitoring, early intervention and strong partnerships with families, with a particular focus on reducing persistent absence – along side the New September 20206 Trust Attendance Policy.
- Fully embed weekly Assistant Headteacher's behaviour analysis to identify trends, evaluate the effectiveness of interventions and ensure consistent approaches across all phases.
- Continue to develop the school's neurodiverse provision through the next phase of the PINS project, ensuring adaptive strategies and self-regulation approaches are consistently embedded within every classroom and learning environment.
- Build upon the success of the Platinum OPAL Award by further developing outdoor learning environments and ensuring play continues to promote inclusion, resilience, independence and positive social interaction.
- Continue to strengthen pupils' ownership of behaviour through restorative approaches, pupil leadership opportunities and the consistent promotion of the school's Christian vision and values.
- Evaluate the long-term impact of attendance, behaviour and inclusion initiatives to ensure improvements remain sustainable and continue to support pupils' personal development and academic success.
- Establish an Inclusion Pod to provide targeted, curriculum-linked support for pupils with SEND, low self-regulation and those new to English (given our 19% SEND, 51% EAL and 42% Pupil Premium intake). This will strengthen universal classroom provision by enabling timely, short term, specialist input that secures access to the core curriculum.

Personal Development





Strengths

Personal Development is a significant strength of Archbishop Courtenay Primary School and reflects the school's vision of enabling every child to flourish academically, socially and spiritually. Leaders have developed a rich and ambitious personal development curriculum that extends far beyond the classroom, ensuring pupils are equipped with the knowledge, confidence and character needed to become active, responsible citizens. The school's Christian vision and values of compassion, aspiration, friendship, respect and resilience are embedded throughout daily school life and are evident in pupils' relationships, attitudes and conduct.

A key strength of the school's provision is its unwavering commitment to promoting pupils' emotional health and wellbeing. Over the past year, leaders have successfully embedded the My Happy Mind programme across the school, enabling pupils to develop a greater understanding of their emotions, brain development and strategies for self-regulation. The appointment and training of a dedicated Mental Health Lead has strengthened this work further, ensuring mental health and wellbeing remain central to curriculum planning and wider school life. Pupils confidently discuss the strategies they use to manage their emotions, demonstrate increasing resilience when faced with challenges and show empathy and kindness towards others. This consistent approach has created a culture where emotional wellbeing is valued alongside academic achievement.

Leaders have reviewed and strengthened the school's PSHE and Relationships and Sex Education curriculum to ensure it meets the needs of the school's diverse community. A carefully sequenced two-year curriculum, informed by statutory guidance and tailored to the needs of Archbishop Courtenay pupils, enables children to develop age-appropriate knowledge of healthy relationships, physical and mental wellbeing, diversity, equality and life in modern Britain. British Values are interwoven throughout the curriculum and reinforced through assemblies, collective worship, themed events and wider curriculum opportunities, enabling pupils to understand their responsibilities within both the local and global community.

The school provides an exceptionally broad range of opportunities that enrich pupils' experiences beyond the academic curriculum. Participation in sporting competitions, music, drama, Readers' Theatre, choir, Young Voices, educational visits and extra-curricular clubs enables pupils to discover new interests, develop talents and build confidence. The success achieved in local sporting events, oracy competitions and creative performances demonstrates leaders' commitment to ensuring every child has opportunities to experience success and develop their individual strengths. These experiences contribute significantly to pupils' confidence, teamwork and resilience.

Outdoor learning and play continue to play a central role in pupils' personal development. Following the school's achievement of the Platinum OPAL Award, pupils now benefit from an exceptional range of purposeful play experiences that encourage creativity, independence, collaboration and problem-solving. Leaders have transformed outdoor provision to include imaginative role-play, music, construction, woodland exploration and creative activities, ensuring playtimes become valuable learning experiences that develop communication, leadership and social skills. Pupils speak enthusiastically about these opportunities and demonstrate increasing independence, responsibility and respect for one another.



Inclusion remains fundamental to the school's personal development offer. Leaders have continued to invest in sensory provision, communication support and adaptive practice, ensuring every pupil can access the full life of the school regardless of need or starting point. Sensory rooms, The Nest, targeted interventions and the continued development of neurodiverse practice provide pupils with the support they need to regulate their emotions, build confidence and participate successfully alongside their peers. Pupils with SEND are fully included in school life and benefit from carefully personalised opportunities that promote independence and self-belief.

Pupil voice is valued and celebrated throughout the school. Pupils are encouraged to contribute to decision-making through leadership opportunities, collective worship, fundraising initiatives and community projects. During the year, pupils worked alongside Maidstone Borough Council and Urban Symbiotics to share their views on improving the local community, demonstrating pride in their locality and an understanding that their opinions can make a positive difference. These opportunities develop citizenship, communication skills and a genuine sense of belonging within the wider community.

Leaders actively promote equality, diversity and inclusion through both the curriculum and wider school experiences. Pupils learn about different cultures, faiths and beliefs with respect and curiosity, preparing them well for life in modern Britain. The school's diverse community is celebrated, enabling pupils to develop an appreciation of difference whilst recognising the shared values that unite them. Visitors, themed events, charitable work and community partnerships further enrich pupils' understanding of the world beyond Archbishop Courtenay and their spirituality.

Transition arrangements are carefully planned to support pupils at every stage of their education. Leaders have strengthened support for pupils moving from Nursery, between phases and on to secondary education. Particular emphasis is placed on emotional wellbeing during transition, ensuring pupils feel prepared, confident and excited for the next stage of their learning journey. This personalised approach reflects the school's commitment to supporting the whole child.

Overall, personal development is a considerable strength of the school. Pupils leave Archbishop Courtenay as confident, respectful and compassionate individuals who understand how to keep themselves physically and mentally healthy, contribute positively to society and embrace opportunities with confidence. The breadth, ambition and inclusivity of the school's personal development offer ensures pupils are exceptionally well prepared for the next stage of their education and for life beyond the classroom.

Next Steps

- Continue to evaluate and refine the impact of the My Happy Mind programme, ensuring it remains responsive to the evolving needs of pupils and further strengthens emotional wellbeing across the school.
- Increase opportunities for meaningful pupil leadership, enabling children to take greater responsibility for shaping school improvement, community engagement and environmental initiatives.
- Further strengthen parental engagement through workshops, curriculum events and wellbeing initiatives, enabling families to play an increasingly active role in supporting pupils' personal development.
- Continue to develop the school's wider personal development offer by expanding opportunities for oracy, careers education, financial awareness, community participation and cultural enrichment.



- Monitor the long-term impact of personal development provision through pupil voice, attendance, behaviour and wellbeing measures, ensuring that provision continues to evolve in response to pupils' needs.
- Build upon the successful integration of wellbeing, inclusion and personal development as the Nursery joins the school, ensuring a seamless approach to developing confident, resilient learners from the earliest years.

Leadership & Management





Strengths

Leadership and management at Archbishop Courtenay Primary School is expected, characterised by a clear strategic vision, ambitious leadership and a strong commitment to ensuring every pupil flourishes academically, socially and spiritually. Leaders have created a culture of continuous improvement, where collaboration, professional development and reflective practice drive school improvement and enable staff and pupils to achieve their full potential.

The Headteacher, Deputy Headteacher and wider leadership team work cohesively, providing clear direction whilst maintaining a strong focus on the wellbeing of both pupils and staff. The school's vision is understood by all stakeholders and underpins every aspect of school life, ensuring that decision-making remains firmly focused on improving outcomes for children. Leaders have successfully balanced ambition with compassion, creating a culture where high expectations are matched by appropriate support, professional trust and shared accountability.

Over the past year, leadership capacity has been significantly strengthened in preparation for the continued growth of the school. A revised leadership structure has clarified roles and responsibilities, increasing leadership capacity and ensuring strategic oversight across all phases, including the successful integration of the new nursery, opening in September 2026. Leaders have carefully planned this expansion to ensure that children experience a seamless educational journey from Nursery through to Year 6, while maintaining the school's inclusive ethos and consistently high expectations.

Professional development is a considerable strength of the school. Leaders have established a culture where continuous learning is valued and expected, providing staff with high-quality professional development through National College, trust-wide collaboration, subject-specific networks and bespoke in-school training. Professional learning is carefully aligned to school priorities, ensuring that staff development has a direct impact on classroom practice and pupil outcomes. Teachers value the opportunities to collaborate, share effective practice and reflect upon their own professional growth, contributing to an increasingly confident and skilled workforce.

Subject leadership has developed significantly over the past year. Leaders have introduced a robust monitoring and data analysis framework that enables subject leaders to evaluate the implementation and impact of their curriculum with increasing confidence. Monitoring activities now combine lesson visits, pupil voice, work scrutiny, assessment information and curriculum evaluation to provide a comprehensive understanding of strengths and areas for development. Subject leaders are becoming increasingly accountable for driving improvement within their subjects and are developing the confidence to use evidence to inform strategic decision-making. This distributed leadership model is strengthening curriculum leadership across the school and creating greater consistency in pupils' learning experiences.

Leaders have continued to strengthen the school's approach to assessment and quality assurance. The introduction of Smartgrade, No More Marking, revised pupil progress processes and improved monitoring documentation has created a more accurate and efficient system for evaluating pupil achievement. Assessment information is used strategically to identify trends, evaluate the effectiveness of teaching and target support where it will have the greatest impact. These developments have also contributed to reducing unnecessary workload by simplifying processes and providing staff with more meaningful assessment information to inform teaching.



The school demonstrates a strong commitment to staff wellbeing. Leaders regularly seek staff feedback, review systems and adapt expectations to ensure workload remains manageable without compromising educational standards. Investment in high-quality curriculum resources, digital technologies and carefully selected assessment systems has streamlined planning, assessment and monitoring, allowing teachers to focus their time on delivering high-quality teaching and supporting pupils' progress. Staff recognise that leaders value their wellbeing and feel well supported both professionally and personally.

Governance continues to provide effective support and challenge. Governors have a secure understanding of the school's strengths and priorities through regular monitoring visits, detailed reports and purposeful discussions with leaders. The redistribution of governor responsibilities will further strengthened strategic oversight, enabling governors to develop increasingly detailed knowledge of curriculum areas and contribute effectively to school improvement. Leaders and governors work collaboratively, ensuring that decisions are informed by accurate evidence and remain focused on improving outcomes for pupils.

Safeguarding remains at the heart of the school's work and is embedded within the culture of Archbishop Courtenay. Leaders have established rigorous safeguarding systems, supported by effective recording procedures, regular staff training and close collaboration with external agencies. Weekly safeguarding monitoring, strengthened trust-wide systems and ongoing evaluation ensure safeguarding arrangements remain effective and responsive. Pupils report feeling safe and know who they can speak to if they have concerns. Staff demonstrate a strong understanding of their safeguarding responsibilities and respond promptly and appropriately to any concerns, ensuring that pupils' welfare is always prioritised.

Leaders have also demonstrated a strong commitment to inclusion, ensuring that school improvement benefits every learner. Leaders continually evaluate provision to ensure pupils with SEND, disadvantaged pupils and those with English as an Additional Language receive the support, they need to succeed both academically and personally. This commitment to equity is evident throughout the curriculum, wider school life and strategic planning.

Overall, leadership and management are characterised by clear strategic direction, effective collaboration and an unwavering commitment to continuous improvement. Leaders have successfully created the conditions in which staff feel supported, pupils flourish and the school is well placed to continue its journey towards excellence.

Next Steps

- Continue to embed distributed leadership by further developing subject leaders' confidence in monitoring, evaluation and strategic curriculum development.
- Fully implement and evaluate the revised leadership structure following the integration of the nursery from September 2026, ensuring leadership capacity remains sustainable as the school continues to grow.
- Continue to refine assessment and monitoring systems so that leaders at all levels use evidence consistently to inform school improvement and curriculum development.
- Further strengthen governance through continued strategic monitoring aligned to school priorities, ensuring governors maintain an accurate understanding of the school's strengths, challenges and impact.



- Continue to evaluate the impact of professional development, ensuring CPD remains evidence-informed, responsive to school priorities and directly improves teaching, leadership and pupil outcomes.
- Maintain the school's commitment to staff wellbeing by continually reviewing systems, reducing unnecessary workload and ensuring that innovation and technology are used purposefully to support high-quality education.

EYFS





Strengths

The Early Years Foundation Stage at Archbishop Courtenay Primary School continues to provide an expected standard of education, built upon a nurturing, inclusive and ambitious curriculum that enables children to flourish from their individual starting points. Leaders have established a clear vision for Early Years that promotes curiosity, independence, communication and a lifelong love of learning, ensuring every child is well prepared for the next stage of their education.

Relationships between adults and children are a significant strength of the provision. Staff know children exceptionally well and create warm, trusting relationships that enable children to feel safe, secure and confident to explore their environment. High expectations are evident throughout the setting, with carefully established routines supporting children to develop independence, resilience and positive learning behaviours from the very beginning of their school journey.

Leaders have continued to strengthen the curriculum through carefully planned continuous provision, purposeful adult interactions and a strong emphasis on communication and language. Learning opportunities are designed to develop children's curiosity, creativity and problem-solving skills whilst ensuring that all areas of learning are taught through meaningful, engaging experiences. Adults skilfully extend children's thinking through high-quality questioning, modelling and purposeful interactions, enabling children to deepen their understanding and apply new learning independently.

Early reading remains a significant strength. Systematic phonics teaching, supported by well-trained staff and targeted intervention, ensures children develop secure early reading skills. Rich storytelling, Drawing Club, Talk Through Stories and high-quality texts promote vocabulary development, imagination and communication whilst fostering a genuine love of books from an early age. Children demonstrate enthusiasm for stories and increasingly apply their developing language skills across all areas of learning.

The school's commitment to inclusion is evident throughout the Early Years provision. Leaders have created an environment where every child is valued and supported to succeed. Carefully planned adaptations, sensory resources, visual communication strategies and personalised support enable children with SEND, English as an Additional Language and other additional needs to access the curriculum successfully alongside their peers. Staff work closely with families and external professionals to ensure barriers to learning are identified early and appropriate support is implemented promptly. This inclusive approach enables children to make strong progress from their starting points and develop increasing confidence and independence.

Children's personal, social and emotional development is prioritised throughout the provision. Consistent routines, strong relationships and the embedding of the school's values enable children to develop confidence, resilience and positive attitudes towards learning. Opportunities for collaborative play, exploration and investigation encourage children to communicate effectively, develop friendships and learn how to regulate their emotions within a supportive environment.

Parents are valued as partners in their children's education. Leaders have strengthened communication with families through regular updates, transition opportunities and collaborative approaches that enable parents to contribute to their children's learning. This partnership ensures that children experience consistency between home and school whilst enabling staff to respond effectively to individual needs and celebrate children's achievements.



A major strategic development has been the school's preparation for the integration of the new nursery. Leaders have worked carefully to establish a coherent vision for Early Years that will provide a seamless educational journey from Nursery through to Year 1. Planning has focused on curriculum progression, safeguarding, staffing structures and continuous provision, ensuring that the expansion enhances rather than disrupts the high-quality education already provided. This forward-thinking approach demonstrates leaders' ambition to provide children with the very best possible start to their education.

Transition arrangements are a notable strength of the provision. Leaders have developed increasingly effective systems to support children moving into Reception and from Reception into Key Stage One. Collaboration between staff ensures that information is shared effectively and that learning builds progressively from one phase to the next. Planned visits, shared experiences and carefully designed transition activities help children develop confidence and familiarity with new routines, enabling them to move successfully into the next stage of their learning.

Leaders have also begun reviewing the revised EYFS Framework and are proactively preparing for future developments. This reflective approach, alongside ongoing collaboration with the Trust and wider professional networks, including the English Hub, ensures that the Early Years curriculum continues to evolve in response to national developments and the changing needs of the school's community.

Overall, the Early Years provision provides children with an excellent foundation for future learning. Through an ambitious curriculum, inclusive practice and high-quality teaching, children develop the knowledge, skills and confidence they need to become successful learners. Leaders' strategic planning for the integration of the nursery places the school in a strong position to continue improving outcomes for its youngest pupils whilst maintaining the caring and nurturing ethos that characterises Archbishop Courtenay Primary School.

Next Steps

- Successfully embed the new nursery within the school's Early Years provision, ensuring a coherent curriculum, shared vision and consistent expectations from Nursery through to Year 2.
- Continue to refine continuous provision and the indoor and outdoor learning environments, ensuring they consistently promote independence, communication, creativity and sustained shared thinking and into Key Stage One from September 2026.
- Further strengthen communication and language across the Early Years through high-quality adult interactions, oracy-focused practice and targeted speech and language interventions.
- Develop leadership capacity across the Early Years team by embedding monitoring, evaluation and curriculum review processes that drive continuous improvement.
- Continue to strengthen parental engagement through workshops, transition events and opportunities for families to contribute to children's learning journeys.
- Evaluate the impact of the revised EYFS Framework and Nursery provision, ensuring developments continue to improve children's outcomes and provide the strongest possible foundations for lifelong learning.