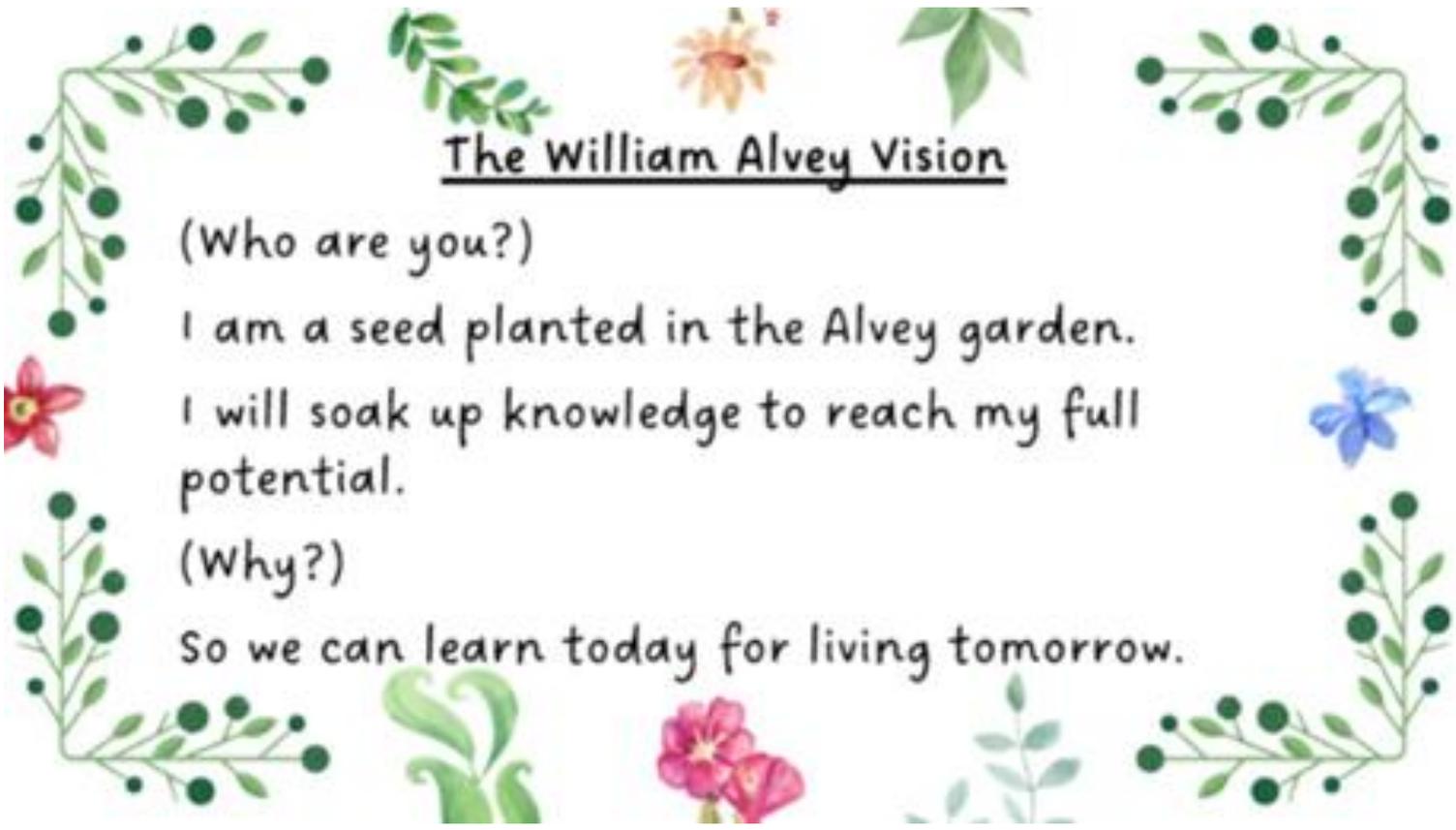


How we
delivered our
vision in
2024/25



The William Alvey Vision

(Who are you?)

I am a seed planted in the Alvey garden.

I will soak up knowledge to reach my full potential.

(Why?)

So we can learn today for living tomorrow.

How do we realise our vision?

We realise this vision by working towards:

Realising Potential (Aspiration)

Developing Character (Resilience)

Working Together (Tolerance)

Serving Others (Respect)

Realising Potential – Aspiration

How?

- By offering all children **exceptional teaching**, and a **curriculum**, so they reach the highest academic, sporting, artistic and character standards.

Exceptional teaching

- Strong teaching and learning behaviours in school have led to strong academic outcomes, as will be outlined in the following slides.



Our academic outcomes 2024/25

- Our academic outcomes are strong when compared to local and national outcomes.
 - The results below reflect a continuing pattern of success that we have maintained over many years.
 - Our context must be considered when looking at our continuing success.
 - **28.7%** of our children met the ‘Disadvantaged’ criteria in 2024/25. Across the country, this group of children are statistically much more likely to under perform academically.
 - The fact that almost a third of our children meet the ‘Disadvantaged’ criteria makes our academic outcomes even more impressive.
-
- **Early Years Good Level of Development (GLD)**
 - 69.4%, of our children achieved GLD.
 - This is above the local (66.4%) and national averages (68.3%).
 - This puts us in the Percentile Rank (PR) 51 in the country.
-
- **Y1 Phonics – 90.3%** of our children passed.
 - This is **10.4% higher than** the National average of **79.9%**.
 - This means our school is in **PR 19** when compared to all schools nationally.

Our academic outcomes 2024/25

- **Year 2 Phonics**
- 9 of the 16 children who re-sat their phonics test in Y2 passed.
- **56.3%** of our Year 2 cohort achieved the expected standard, which is **6.2% higher than** the national average of **50.1%**.
- This puts us in **PR 45** when compared to all schools nationally.

- **Y4 multiplication test**
- 57% of our children achieved 25/25 in their MTC test. The national average was 34%
- Our children's average score 22.7. The national average was 20.6.

Year 6 SATs

- **Reading, Writing and Maths Combined (RWM) –**
- **71.3 % of our children met the Expected Standard (EXS+).**
- This is 9% higher than the national average, which puts us in the 33rd percentile compared to schools nationally.

- **RWM – Greater Depth (GD)**
- 18.1% of our children met the GD standard.
- This is 9.7% higher than the national average and puts us in the 11th percentile compared to schools nationally.

- **Reading**
- 81.9% of our children achieved EXS+, which is 6.8% above the national average.
- This puts us in PR 39.
- 36.2% of our achieved GD, which is 7.2% above 2024's national average (2025 GD outcomes have yet to be published).
- PR - 40

Year 6 SATs continued

- **Writing**

- EXS+ - 86.2% of our children achieved this level, which is 13.9% above the national average.
- PR - 13
- GD – 24.5% of our children achieved this level, which is 11.5% above 2024's national average.
- PR - 14

- **Maths**

- EXS+ - 76.6% of our children met this level, which is 2.5% above the national average.
- PR - 50
- GD – 37.2% of our children met this level, which is 13.2% above 2024's national average.
- PR - 20

- **Grammar, Punctuation and Spelling (GPS)**

- EXS+ - 87.2% of our children met this standard, which is 14.6% above the national average.
- PR - 16
- GD – 35.1% of our children met this standard, which is 3.1% above 2024's national average.
- PR - 31

Year 6 SATs outcomes for our Disadvantaged children.

- 28 of our Year 6 cohort met the Disadvantaged criteria in 2024/25.
- **RWM combined**
- **EXS+** - 57.1% of our Disadvantaged children met this standard.
- This is 9.7% higher than Disadvantaged children nationally.
- The overall national average for Non-Disadvantaged children was 62%, a gap of -4.9% for our Disadvantaged children.
- Nationally, 41% of Disadvantaged children met the Expected Standard, a gap of **-21%**
- PR – 32
- **GD** - none of our disadvantaged children met this standard, which is 3.6% lower than Disadvantaged children nationally.
- The overall national average was 8.4%.
- PR - 29

Year 6 SATs outcomes for our Disadvantaged children.

Reading

- **EXS+**
- 67.9 % of our Disadvantaged children met this standard, which is 4.7% higher than Disadvantaged children nationally.
- The overall national average for Non-Disadvantaged children was 75%, a gap of **-7.1%** for our Disadvantaged children.
- Nationally, 58% of Disadvantaged children met the **EXS+**, a gap of **-17%**
- PR – 45

- **GD**
- 17.9% of our Disadvantaged children met this standard (5/28 pupils), which is 3.4% lower than Disadvantaged children nationally.
- The overall national average for Non-Disadvantaged children was 38.5%, a gap of -20.6%
- PR – 53

Year 6 SATs outcomes for our Disadvantaged children.

Writing

- **EXS+**
- 85.7 % of our Disadvantaged children met this standard, which is 26.3% higher than Disadvantaged children nationally.
- PR – 12
- The overall national average was 72%, a positive gap of 13.7% for our Disadvantaged children.
- Nationally, 70% of Disadvantaged children met the **Expected Standard**, a gap of 2%
- **GD**
- None of our Disadvantaged children met this standard, which is 6.6% lower than Disadvantaged children nationally.
- The overall national average for Non-Disadvantaged is 15.4%, a gap of **-15.4%** for our Disadvantaged children.
- PR – 43
- The overall national average was 12.8%

Year 6 SATs outcomes for our Disadvantaged children.

Maths

- **EXS+**
 - 64.3 % of our Disadvantaged children met this standard, which is 3.8% higher than Disadvantaged children nationally.
 - PR – 48
 - The overall national average was 74%, a gap of -9.7% for our Disadvantaged children.
 - Nationally, 54% of Disadvantaged children met the **EXS+**, a gap of -20%

 - **GD**
 - 21.4% of our Disadvantaged children met this standard (6/28), which is 6.4% higher than Disadvantaged children nationally.
 - PR – 26
 - The overall national average for non-disadvantaged children was 31.2%, a gap of -9.8% for our Disadvantaged children.
- 

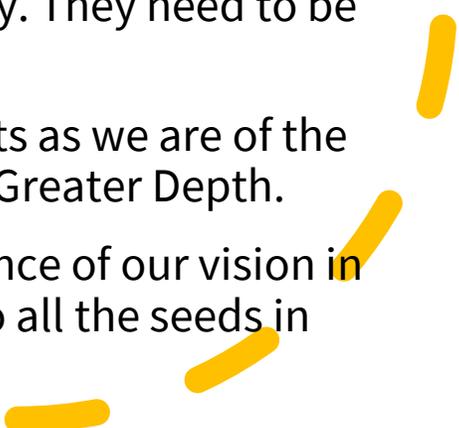
Year 6 SATs outcomes for our Disadvantaged children.

Grammar Punctuation and Spelling (GPS)

- **EXS+**
 - 78.6 % of our Disadvantaged children met this standard, which is 18.9% higher than Disadvantaged children nationally.
 - PR – 23
 - The overall national average was 73%, a positive gap of 5.6% for our Disadvantaged children.

 - **GD**
 - 3.6% of our Disadvantaged children met this standard, which is 15% lower than Disadvantaged children nationally.
 - PR – 70
 - The overall national average for non-disadvantaged was 34.3%, a gap of -30% for our Disadvantaged children.
- 

Not all
academic
achievement
is published
nationally

- We believe we have every right to be proud of the academic outcomes outlined in the slides above.
 - However, we never forget that we must offer the best possible education for all our children, whatever their needs and backgrounds might be.
 - The effort, and success, we have with this is captured in the progress made by a pupil who joined us in Year 6 in autumn 2024.
 - Pupil X was unable to read or write when he joined us.
 - Pupil X had a reduced timetable at his previous school that had not increased beyond 45 minutes a day during his time there.
 - We made the decision to place Pupil X in our Year 1 cohort so he could access teaching that was appropriate to his needs.
 - He quickly moved to being in school on a full-time basis.
 - His learning progress was phenomenal. We have kept some of his books because they showcase his amazing journey. They need to be seen to be believed.
 - We are every bit as proud of Pupil X's achievements as we are of the children who leave us in Year 6 with Combined at Greater Depth.
 - We believe these two extremes personify the essence of our vision in that we strive to give the 'right amount of water to all the seeds in our garden.'
- 

Curriculum

- We have created a bespoke and sequential curriculum that highlights key learning in each subject, informed by educational research.
- Our curriculum design ensures our children have rich and fulfilling learning experiences. Visits and residentials bring our curriculum to life.
- We are proud of our history and being citizens of Sleaford town. We celebrate this in several ways, such as during our '1940s' and 'Alvey' days.
- Our curriculum is designed to actively teach our children life skills. For example, we deliberately teach our children life-skills through lessons on Growth Mindset, Spirituality ('Ow, Wow and Now') and Courageous Advocacy.
- Our curriculum offer is complemented by many extra-curricular clubs.
- Our subject reviews indicate our curriculum offer, and delivery, is strong. Our academic outcomes support this.



Sporting Success in 2024/25

- Our girls' football team won the Sleaford and District inter-school competition.
- One of our Y6 girls signed for Lincoln United.
- Our netball team won their league and are the current Sleaford & District champions, earning them a place in the county finals.
- Our cross-country team won the Sleaford and District inter-school competition.
- Our school team won the X-Fit Games tournament. This involved working in mixed pairs to complete a series of endurance challenges.
- Our highest ever number of children took part in inter-school events.
- 94% of our Y6 cohort were able to swim 25 metres by the end of the year. This is the benchmark set by the government.



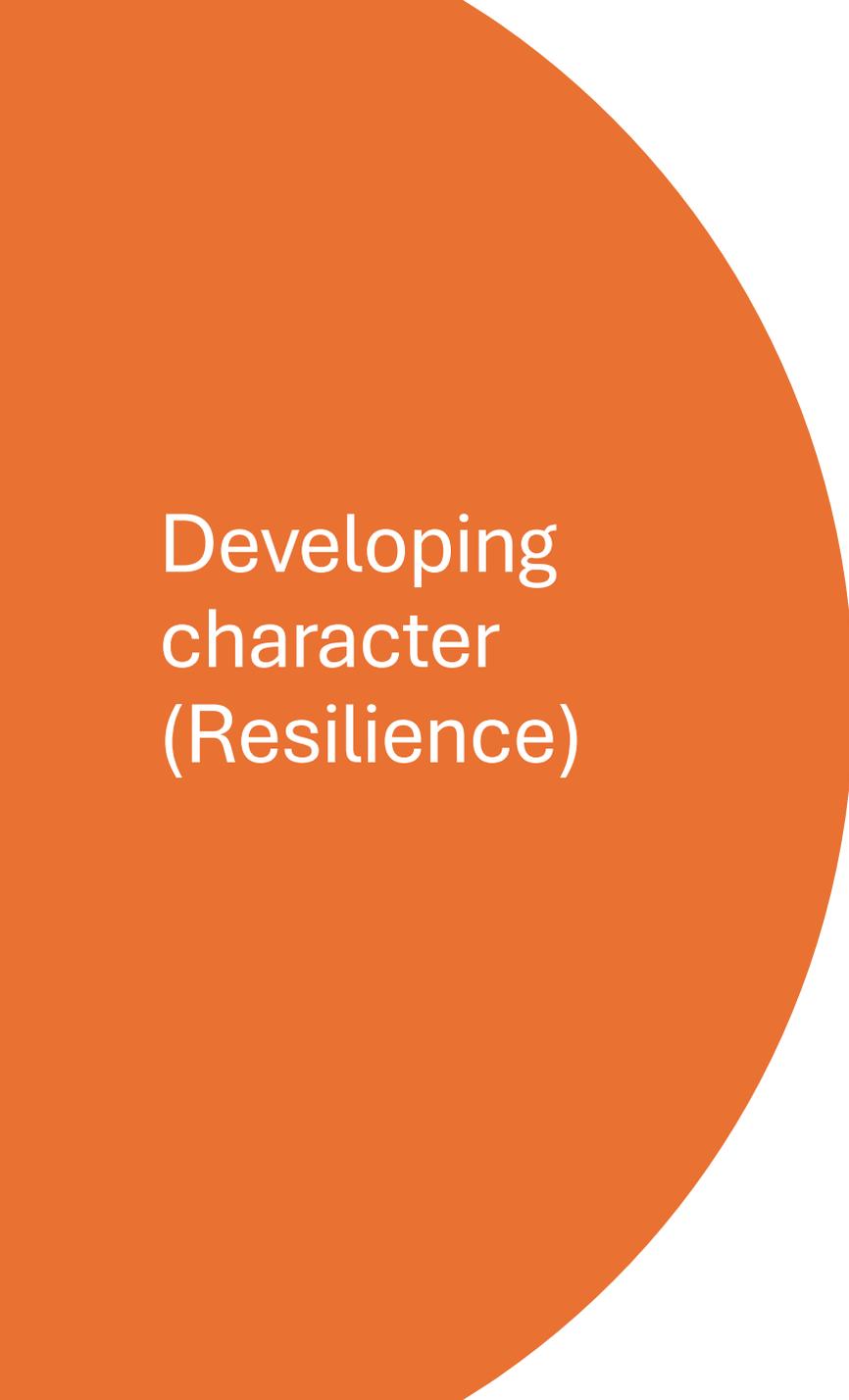
Artistic achievement - Music

- We can point to many examples of our children's artistic achievements. Music is just one but one that we are very proud of.
- Our weekly Choral Worship is a delight to behold and something that must be witnessed to fully appreciate. It gives all our children the opportunity to sing together. It also gives the children who are learning an instrument the chance to play in front of an audience. Our children enjoyed listening to performances on the piano, guitar, flute, clarinet, drums and handbells in 2024/25.
- Our weekly Choral Worship experience shows us how singing together creates a strong feeling of togetherness and belonging, fostering positive social interactions and a sense of connection.
- It touches all those who experience it a deep, spiritual level.
- We want to reach out to the community with our music offer. We do that in several ways. For example, we perform at St Denys church throughout the year. These performances include the whole school, our KS1 and KS2 choirs and budding instrumentalists.
- Our KS1 and KS2 choirs also perform to a variety of other audiences. For example, they have performed to residents of local care homes, at the Sleaford River Light festival, at St George's music festival and the Lincolnshire Music Festival. They have been described as 'enchanting and are a privilege to witness and be part of.'



Music – continued

- We ensure our children can hear, and see, older musicians. For example, the St Georges' sixth form band perform for us at twice a year. The band always offer a lively and inspiring concert for our children.
- Staff organised a wonderful musical evening at St Denys church, celebrating the Children's Proms. Sleaford Concert Band performed several classics, including 'Land of Hope and Glory' to a large group of very enthusiastic, flag waving children.
- These experiences open our children's eyes to what they can become when they are older.
- We have a piano on our playground that children can play at every break. Lots of our children take up the chance to tinker on the piano at playtime, some using a piano for the very first time.
- About 10% of our pupils take up 1-1 music lessons with our peripatetic teachers.
- Our strong music curriculum, teaching and extra-curricular opportunities enable our children's cultural capital to grow, thus enabling our children to flourish and 'live life in all its fullness'.
- We are very proud of the fact the 'Pupil Voice' activities show that our pupils have a deeply embedded love of music. They also show our pupils have the confidence, and enthusiasm to participate and learn about music as possible.



Developing
character
(Resilience)

- We aim to develop a culture where all children flourish by **developing their character** and equipping them with the **life skills** (**resilience**, empathy, wisdom, politeness, humility, discipline, confidence, independence, **aspiration**, **respect**, **tolerance**, critical thinking and problem solving to name but a few) needed to be successful now and in the future.
- 

What evidence do we see of character development ?

- Our aim is to help our children, and all members of our school community, become 'good human beings' who make a success of their lives, as well as contribute to the success of others.
- We can only achieve that aim if we actively teach our children, and adults, life skills that enable them to overcome life's many obstacles.
- We do that in many ways, not least through our work on Growth Mindset. Our children, staff, governors and parents are aware of what Growth Mindset is and how crucial it is to helping us reach our full potential.
- It has been a delight seeing the work we have done on Growth Mindset become embedded across school.
- I love it when I hear children say, as they do regularly when faced with a problem, 'I can't do it yet!'
- This acceptance of taking on challenge, as a natural part of the learning process, is a strong foundation in the academic, sporting and artistic successes outlined above. For example, no one learnt to play a musical instrument without many mistakes and frustrations along the way.
- At the Alvey, we know nothing worthwhile has ever been achieved without the key skills of resilience and perseverance.

Character development – continued

- At the Alvey, we know life brings many joys and delights, that we should savour. We also know life brings challenges that we need to overcome.
- We have worked hard on developing our understanding of Spirituality, which has given us a shared language ('Ow, Wow' Now') to enjoy, and overcome, life's many joys and challenges.
- Similarly, we have a universal offer to ensure our community's mental health is robust. We complement this with a bespoke offer (counselling for children and adult, mental health support for parents that can be accessed via our website) when people need more.
- We model, and actively teach, good manners, which we believe are a crucial life skill. We see that in the everyday life of the school, as well as the way our children conduct themselves on the sports field. We expect our children to play, and win, with good grace. We expect them to lose in the same way. The vast majority of our children meet this high standards.
- We believe the acquisition of the life skills outlined above are a crucial element in ensuring members of our school are enabled to flourish and 'live life in all its fullness.' (John 10:10).

Working together (Tolerance)

- We work tirelessly so our school culture ensures the whole of our **community** feels loved, valued, safe, supported, and heard. We believe our community – children, staff, parents, governors, the church, the residents of Sleaford – must work together to make sure we all flourish and reach our full potential.
- We acknowledge **flourishing** is ‘never an individual pursuit but a collective endeavour.’



How do we know if all members of our community feels loved, valued, safe, supported, and heard?

- Our starting point is striving to offer the highest standard of teaching to all our children. We then make adaptations for those who need it.
- This can mean differentiation in a lesson or small group interventions.
- A small number of our children access a specialist learning unit in school. This means their profound issues are expertly met by a teacher with a specialist school background.
- This approach extends across all our whole curriculum design and offer. For example, our most able pupils access competitive sports against other schools. We also have an inclusive sports offer, through weekly dance classes and sports such a Boccia, that all pupils can access.

A community for all

- Our curriculum design ensures all cultures are represented positively (e.g. Rosa Parks, ‘The Boy in a Dress’).
- As well as offering explicit lessons, we make the most of ad hoc opportunities to encourage our children to show tolerance and respect to one another. We have robust procedures to follow this up when things go wrong. For example, we record all racist and homophobic incidents. We have a standard procedure where the first incident is dealt with as an opportunity to educate.
- There were 16 recorded racist or homophobic incidents in 2023/24. I am proud of the fact that not one involved a repeat offender.
- I am proud to say that the recorded incidents of racist or homophobic incidents dropped to 11 in 2024/25. I am equally proud to say that not one involved a repeat offender in 2023/24 or 2024/25.
- This offers strong evidence that our ‘educate first’ approach is working.



A community for all

- Our site is accessible to all. For example, one of our buildings has stairs and a lift.
- We have a strong pastoral offer for all our children, for example via our work on Growth Mindset, Courageous Advocacy and Spirituality.
- We then offer bespoke support for those who need more help (e.g. through counselling, feelings detectives etc).
- We want our youngest children to feel part of the 'Alvey family' as soon as possible. Our 'Buddy' system goes a long way to achieving that aim.
- Our Bluey Club supports our children with parents in the services.



What success do we see because of these actions?

- Our pupils, and staff, feel happy and safe in school.
- Our children, and staff, feel proud of being part of the Alvey community and articulate this superbly.
- Our children illustrate this pride, and belonging, through their impressive behaviour.
- This behaviour is seen via strong behaviour for learning habits as well as the care, politeness and respect they show to all members of our community.
- Our pupils feel like they belong to a family. They live out our motto of 'Once an Alvian, always an Alvian.'
- Our staff express their pride in being part of the Alvey family through their strong attendance and long service to the Alvey.

Serving others - Respect

We believe in tradition and are proud of our past and how that shapes our future. We believe in **service** – to the community, church, the locality, our country, and the world. We work to show the importance of service to our children in the expectation they will take this on to the next generation. We want our children to become good citizens who see the value of giving back by contributing positively to society.

We want to develop a sense of belonging, and pride, so our children live by the motto of ‘Once an Alvian, always an Alvian.’

How do we know our children are becoming good citizens who see the value of giving back by contributing positively to society?

- Our children, and staff, understand the concept of Courageous Advocacy and have made many positive contributions as a result.
- For example, a number of our staff took part in the 'Big Sleep Out' in March 2025 at Peterborough's football ground.
- Staff and parents replicated this sleep out in school in July 2025.
- The whole Alvey community came together for these events and raised a significant amount of money for local homeless charities.
- The community also made thoughtful contributions to local homeless charities (e.g. sanitary products and wet wipes rather than shower gel).
- Our children have learnt about life skills that will make them less likely to become victims of homelessness (e.g. budgeting).
- Many of our children have been awarded 'Good Citizen' awards by the Rotary Club for good work in our community.
- The contribution these children made to the community ranged from litter picking to helping clean the River Slea.