Barming Pre-School & Primary School

Be Kind, Be Safe, Be Responsible and Make Good Choices



Mr Laker
Headteacher

Reception Class

September 2027 Start



Part of the Orchard Academy Trust

The Executive Headteacher is Mrs Crittenden



Orchard Academy Trust consists of:

BARMING SCHOOL

ALLINGTON
PRIMARY SCHOOL

Senior Leadership Team



Miss Rootes
Deputy Headteacher



Mrs Collie
Inclusion Manager



Miss Cook
EYFS Lead



Mrs Murray
Key Stage 1 Lead



Mrs Deysel
Key Stage 2 Lead

Structure



- We are a two-form entry Primary School.
- Our Reception intake is 60 children.
- Our capacity, as a school, is 420 children, not including Pre-School.
- We are set up in phases:
  - Pre-School: 2 – 4 year-olds.
  - Early Years Foundation Stage (EYFS): 4 – 5 year-olds.
  - Key Stage 1 (KS1): Years 1 & 2: 5 – 7 year-olds.
  - Lower Key Stage 2: Years 3 & 4: 7 – 9 year-olds.
  - Upper Key Stage 2: Years 5 & 6. 9 – 11 year-olds.

Wellbeing / Nurture School

NATIONAL WHOLE SCHOOL WELLBEING GOLD AWARD 2026

2026 – 2029 YOUNG CARERS IN SCHOOLS

National Nurturing School Award 2026

Wellbeing Pioneer School 2026

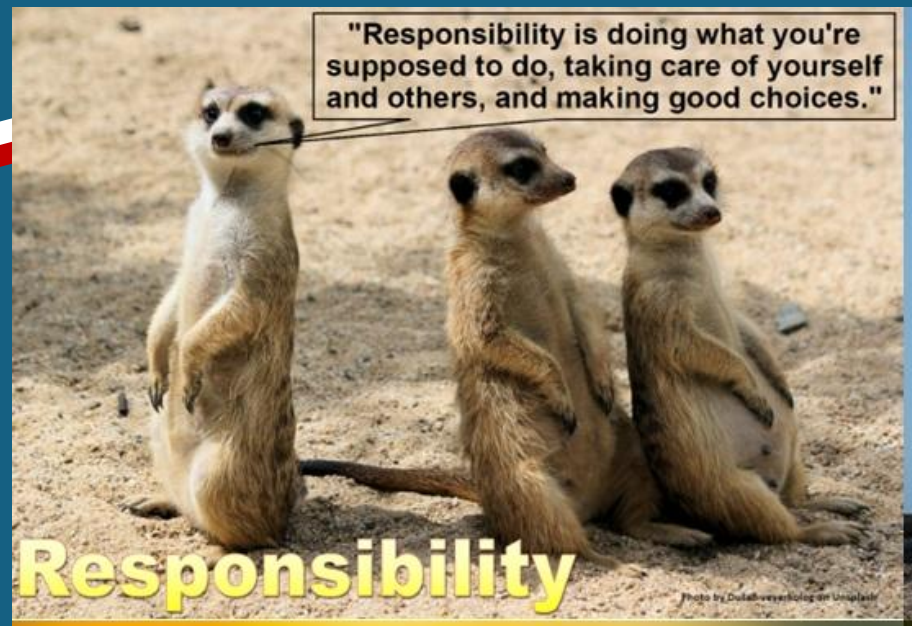
Opal Platinum Award 2026 - 2028

"Staff teach pupils how to care for their emotional well-being.

Pupils appreciate their morning 'well-being time', saying it helps them get ready for learning."

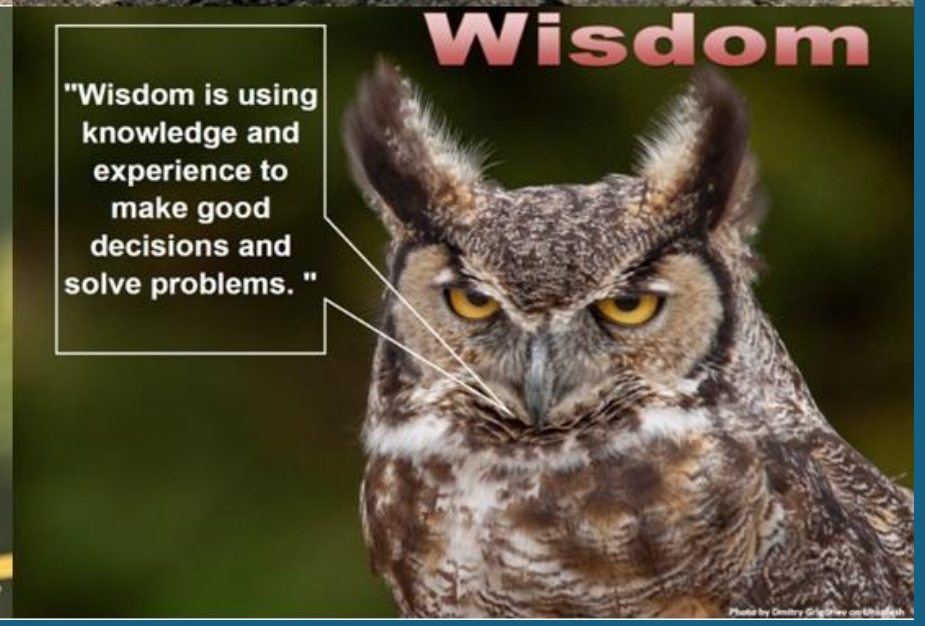
Ofsted, September 2024

Core Values


"Responsibility is doing what you're supposed to do, taking care of yourself and others, and making good choices."
Responsibility


Courage
"Courage is facing fears, trying new things, and standing up for what is right even when it's hard."


Respect
"Respect means treating others the way you want to be treated. It's about being kind, listening to others, and understanding differences."


Wisdom
"Wisdom is using knowledge and experience to make good decisions and solve problems. "


Be Kind • Be Safe • Be Responsible...
Responsibility
Respect
Courage
Wisdom
...make good choices

Latest Ofsted: September 2024

School report

Ofsted
raising standards
improving lives

Inspection of Barming Primary School

Belmont Close, Barming, Maidstone, Kent ME16 9DY

Inspection dates:	24 and 25 September 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**

"Pupils love being part of this vibrant school where staff welcome them enthusiastically each day."

"As one parent put it: 'Barming Primary School is not only a school but a family and community.'"

"The school has high expectations for pupils' academic achievement. Pupils respect adults and strive to live up to their high hopes for them."

"Leaders recognise that since the COVID-19 pandemic, pupils have not attained as well as they could by the end of key stage 2. Since this point, the school introduced a more ambitious curriculum. Now, pupils' learning builds more securely, in small steps, from Reception to Year 6. Staff identify any gaps in pupils' knowledge quickly and fill those gaps expertly."

Our School



Beautiful Grounds

Continuous Provision in KS1

iPads



Forest School

Community book swap sheds

P.E. Coach

ICT suite

Interactive Whiteboards

Wrap around care: Breakfast / After School Club
07:40am to 18:00

OPAL play

Enrichment Activities

Nurture Provision

Opportunity to play an instrument

Drumba

Wellbeing Time – 08:35 to 08:50



Inclusion Manager: Mrs Collie

"Pupils are passionate about celebrating each other's differences and treating everyone fairly. They comment, 'It doesn't matter what you look like on the outside, it's what's on the inside that counts.'"

Ofsted, September 2024

Inclusion at Barming Pre & Primary School

Inclusive by Design – Needs Led

Every child belongs, is valued and can succeed

High-Quality Universal Provision for All	Removing Barriers to Learning	Additional Support When Needed
• High-quality adaptive teaching in every classroom. • Visual supports, clear modelling and scaffolded learning. • Vocabulary-rich environments that support communication and understanding. • Positive behaviour approaches and sensory regulation strategies. • Reasonable adjustments made where needed so all children can access learning.	• Our priority is to identify and remove barriers that may prevent children from flourishing. • We believe most children can achieve successfully through excellent classroom teaching (our Tier 1 offer). • We support children to develop independence, resilience, confidence and self-advocacy, equipping them for future learning and life.	• We recognise that some children require extra or tailored support to help them thrive. • **Support is based on a child's individual needs rather than a diagnosis.** • Additional provision may include targeted interventions, pastoral support, communication and language support, sensory strategies, assistive technology or personalised learning approaches. • We work closely with families and external professionals to ensure children receive the right support at the right time.

Inclusion at Barming Pre & Primary School

We don't lower expectations because a child has additional needs, we increase support!

As the Famous Bart Simpson once said in an episode of 'The Simpsons'...



	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health Needs	Physical &/Sensory Needs
Tier 1 Universal Support for all	Visuals Additional Processing Time Task Management Boards/Visual Instructions Chunked Instructions Subtitles on Videos (KS2) Prep4Best Plans (Whole Class)	Adapted/Differentiated Learning Tasks Vocabulary Banks/Sentence Starters Scaffolded Work Sheets Sensitive Seating Individual Workstation (Temporary/Irregular Use) Pastel Backgrounds on PowerPoint Displays Flashbacks Manipulatives for Maths Discovery Learning - EYFS and Year 1 Learning Opportunities - Year 2	Early Morning Wellbeing Time Zones of Regulation Worry Box OPAL Playground Zones PSHE Curriculum Movement Breaks (Whole Class) Fidget Tool (Temporary/Irregular Use) Nurture Check Ins Shared Language Around SEMH Sensitive Seating Personalised Reward Systems Morning Meet & Greet Individual Workstation (Temporary/Irregular Use) Prep4Best Plans Ear Defenders (Temporary/Irregular Use) Nurture Ambassadors	Weighted Blankets (Temporary/Irregular Use) Ear Defenders (Temporary/Irregular Use) Sensory/Movement Breaks Wobble Cushion (Temporary/Irregular Use) Sensitive Seating Chair Press Ups Access to additional healthy snacks

Our aim is simple: to ensure every child feels they belong, can access learning, participate fully in school life and achieve their potential.

Inclusion for ALL, Targeted for SOME, Specialist for a FEW

Nurture Practitioner and Family Support Worker: Mrs Selfe



- My role is to help and support you and your child with any difficulties you may be having that are not academic based.
- I can offer a listening ear when families are facing challenges and signpost you to any relevant support.
- At Barming Pre-School and Primary School we believe that if a child is supported and happy, they will thrive academically. Family life can have its ups and downs.
- I am happy to chat about parenting support and any other issues (such as bereavement or divorce etc.) in a non-judgemental way, so please feel free to contact me.

Early Reading and Phonics

- We start teaching Phonics when the children are in full time, and this continues until the end of Key Stage 1.
- Children are assessed termly, and we use a keep up not catch-up model.
- Books linked to learning at school are sent home to practise with parents/carers.
- RWI is built into the curriculum to consolidate skills.
- Phonics Screening Check in June 2025 – 90% and 2026 = 91% .



Learning Through Play

- In Year 1 and 2 the children continue learning through play. We think this is key to promote curiosity, creativity, and problem-solving skills.
- Children have learning challenges to complete based around the termly topic and the curriculum to enhance the small group teaching.
- Every child works in small groups with the teacher; this ensures learning is focussed and targeted to needs.
- Skills used : fine motor, gross motor, confidence, cooperation, teamwork, social skills, imagination, independence, persistence, self-regulation, vocabulary development.







EYFS





- Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world.

- The EYFS is based upon four principles: A Unique Child / Positive Relationships / Enabling Environments / Learning and Development.

- The unique child learns through the characteristics of effective early learning: Playing and exploring, active learning, creative and thinking critically.



Play, in the lives of children, is nourishment. It is learning, imagination, recreation, and enjoyment. It relaxes tension and makes up for defeats and disappointments. It is 'research' because play is motivated by curiosity and a desire to learn about living. By trial and error, play discovers satisfaction through thinking and doing. It is what children like to do the most, and it is what children most need to do.

(Bender, Flatter & Sorrentino).

EYFS



Prime Areas (These are the fundamental areas of learning that underpin all other learning):

Personal, Social and Emotional Development:
ELG: Self-Regulation
ELG: Managing Self
ELG: Building Relationships

Physical Development:
ELG: Gross Motor Skills
ELG: Fine Motor Skills

Communication and Language:
ELG: Listening, Attention and Understanding
ELG: Speaking





Specific Areas (include essential skills and knowledge):

Literacy:
ELGs: Comprehension, Word Reading, Writing

Mathematics:
ELGs: Number, Numerical Patterns

Understanding the World:
ELGs: Past and Present, People, Culture and Communities, The Natural World

Expressive Arts and Design:
ELGs: Creating with Materials, Being Imaginative and Expressive.



Outcomes

EYFS:

	Current Year 2025 to2026	National
GLD	71.7%	72%
Word Reading	81.7%	
Writing	71.7%	
Number	88.3%	

Phonics:

	Current Year 2025 to 2026	National
Year 1 Phonics	90.9%	82%

KS2:

EXS + (58 pupils)	Current Year 2025 to 2026 Scale score 96+	Current Year 2025 to 2026 Scale score 100+	National
Reading	84.4%	72.4%	75%
Writing		75.9%	73%
GPS	75.9%	70.7%	74%
Maths	82.8%	75.9%	75%
Combined		63.8%	63%

GDS	Current Year 2025 to 2026	National
Reading	37.7%	30%
Writing	10.3%	13%
GPS	18.9%	30%
Maths	20%	27%
Combined	7.7%	8%

Kent Test Outcomes:

48.3% of the current Year 6s who took the test passed the Kent Test.

(11,248 Kent resident children sat the exam, and 5,035 of them were assessed as suitable for Grammar = 44.8% passed)

Partnership between home and school

What are we hoping for when working together?

- Respectful conversations both ways: we don’t always get things right (we are human), but we will always try to resolve things where possible.

- Your children will make mistakes and/or behave in a way that embarrasses you… this is alright.

- Please don’t use your mobile phones while on site. Don’t submit to the technology babysitter!

- Parking.

The Application Process

You can apply online via www.kent.gov.uk/ola from **Friday 6th November 2026**.

The closing date for applications is midnight on **Friday 15th January 2027**.

You can apply for up to 3 schools, putting them in order of preference. It's in your best interest to list 3 schools. Naming only one school does not guarantee your child a place at that school or give your child priority for a place over another child.

You are not able to name the same school more than once. Please look at the oversubscription criteria for schools first!

National offer day is 16th April 2026 after 4pm via email.