



***‘DEVELOPING POTENTIAL  
WITHOUT LIMITATIONS’***

**OUR SCHOOL’S NEXT STEPS**



## OUR MISSION STATEMENT

**We are a close *Christian community*; nurturing, inspiring and celebrating all *individuals*. Through *creative learning* we encourage greatness by developing potential *without limitations***





**Consistency**


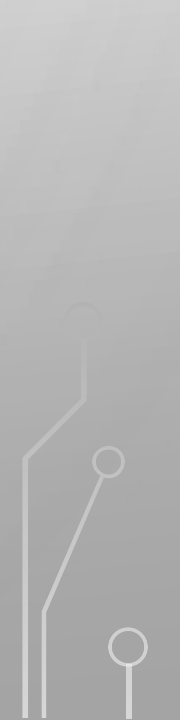
**Cohesion**



**Continuity**




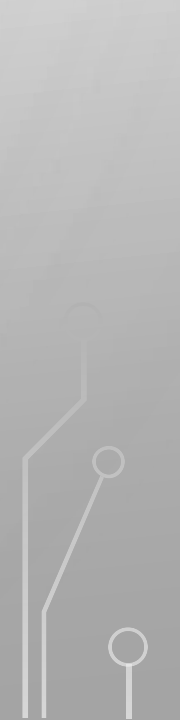
## SO WHAT HAS CHANGED?

- New Headteacher
  - Staffing Changes
  - Response to the Parent Questionnaire
  - Response to the views of the Pupil Body
  - Restructuring within the Local Authority
  - New Government Legislation
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# PARENT CONSULTATION UPDATE

## Main areas for development:

- **Extra-curricular activities for pupils particularly for EYFS and KS1**
  - **The status of the EYFS staff**
  - **Cars turning in the car park in the morning**
  - **Confidentiality of volunteers in school**
  - **Hot Lunches**
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# PARENT CONSULTATION UPDATE

- Frieth Contribution Fund

55% of parents who answered the survey already contribute

## Reasons given for contributing included:

- Able to see the benefits to the pupils
- To ensure smaller class sizes
- A good way to help the school
- Believe in discrete teaching
- The government leave small village schools short changed
- A thank you to the school
- A desire to help the school give all pupils the best possible education

## Reasons given for not contributing included:

- Too much pressure from school to contribute
- Already contribute towards the PTA and school events
- External financial pressures
- Should be enough funding from the Local Authority to provide the teaching
- Morally disagree with asking parents to contribute towards teaching

## NEW LEGISLATION

- ❖ Brand new National Curriculum - September 2014
- ❖ End to the current SATs assessment system in 2015
- ❖ New Special Educational Needs and Disabilities Code of Practice – September 2014
- ❖ New Universal Free School Meals for EYFS and KS1 pupils

# SO WHAT ARE THE MAIN AREAS FOR WHOLE SCHOOL DEVELOPMENT?

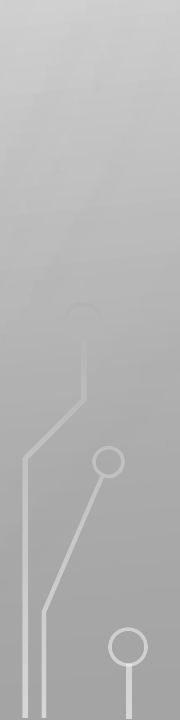

- Introduction of the New Curriculum – an exciting and inspirational new approach to class teaching and learning.
- Development of ICT
- Introduction of the new SEND legislation and code of practice
- Challenge for all pupils within the school – pupil led learning – Target setting and feedback to parents
- Introduction of Hot School Meals



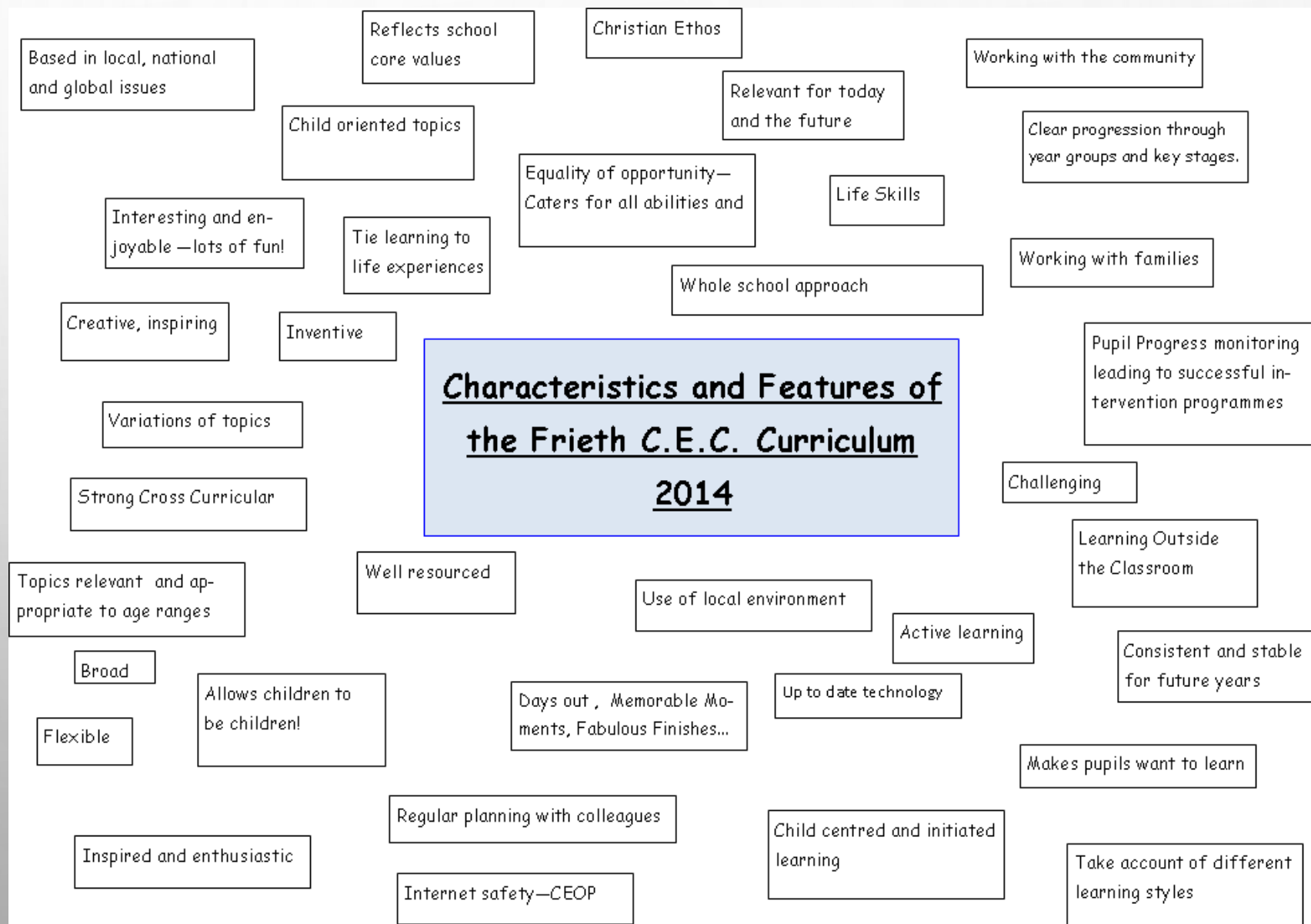


# CURRICULUM

The main aim is to raise standards. Although the new curriculum is intended to be more challenging, the content is actually slimmer than the current curriculum, focusing on essential core subject knowledge and skills such as essay writing and computer programming. It is designed to produce productive, **creative** and well educated students



# SO HOW WILL WE ADAPT OUR CURRICULUM?





Wheels

Pirates

Shoes

Masterchef!



Island Hopping

Helping Hands

Monsters

# CREATIVE CURRICULUM TOPICS

Time Detectives

Carnival

The Quest

Underground

All the World a Stage



## Progression of Skills in Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ideas and evidence in science	<ul style="list-style-type: none"> <li>To collect evidence to try and answer a question</li> </ul>	<ul style="list-style-type: none"> <li>To collect evidence to try to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>To collect evidence in a variety of contexts to answer a question or test an idea</li> </ul>	<ul style="list-style-type: none"> <li>To collect evidence in a variety of contexts to test an idea or prediction based on their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena</li> </ul>	<ul style="list-style-type: none"> <li>to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena</li> </ul>
Investigative skills – Planning	<ul style="list-style-type: none"> <li>To test ideas suggested to them and say what they think will happen</li> </ul>	<ul style="list-style-type: none"> <li>To suggest some ideas and questions based on simple knowledge and say how they might find out about them</li> <li>To say what they think might happen</li> <li>To think about and discuss whether comparisons and tests are fair or unfair</li> </ul>	<ul style="list-style-type: none"> <li>In a variety of contexts, to suggest questions and ideas and how to test them</li> <li>To make predictions about what will happen</li> <li>To think about how to collect sufficient evidence in some contexts</li> <li>To consider what makes a test unfair or evidence sufficient and, with help, plan fair tests</li> </ul>	<ul style="list-style-type: none"> <li>To suggest questions that can be tested and make predictions about what will happen, some of which are based in scientific knowledge; to design a fair test or plan how to collect sufficient evidence</li> <li>In some contexts, to choose what apparatus to use and what to measure</li> </ul>	<ul style="list-style-type: none"> <li>To make predictions to make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these;</li> <li>to use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea;</li> <li>to identify factors that need to be taken into consideration in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>to decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding;</li> <li>to identify factors that are relevant to a particular situation;</li> <li>to choose what evidence to collect to investigate a question, ensuring the evidence is sufficient;</li> <li>to choose what equipment to use</li> </ul>
Obtaining and presenting evidence	<ul style="list-style-type: none"> <li>To make observations using appropriate senses</li> <li>To make some measurements of length using non- standard and standard measures</li> <li>To present some findings in simple tables and block graphs</li> </ul>	<ul style="list-style-type: none"> <li>To make observations; to make measurements of length in standard and non-standard measures</li> <li>To make records of observations and to present results in tables, drawings and block graphs</li> </ul>	<ul style="list-style-type: none"> <li>To make comparisons and observations</li> <li>To measure length, volume of liquid and time in standard measures using simple measuring equipment effectively</li> <li>To present results in drawings, bar charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>To make observations and comparisons of relevant features in a variety of contexts</li> <li>To make measurements of temperature, time and force as well as measurement of length</li> <li>To begin to think about why measurements of length should be repeated</li> <li>To present results in bar charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>to make relevant observations;</li> <li>to consolidate measurement of volume, temperature, time and length;</li> <li>to measure pulse rate;</li> <li>to think about why observations and measurements should be repeated;</li> <li>to present results in bar charts and line graphs</li> </ul>	<ul style="list-style-type: none"> <li>to make a variety of relevant observations and measurements using simple apparatus correctly;</li> <li>to decide when observations and measurements need to be checked, by repeating, to give more reliable data;</li> <li>to use tables, bar charts and line graphs to present results</li> </ul>
Considering evidence and evaluating	<ul style="list-style-type: none"> <li>To make simple comparisons and groupings that relate to differences and similarities between living things and objects</li> <li>In some cases, to say what their observation showed and whether it was what they expected.</li> <li>To draw simple conclusions and explain what they did.</li> </ul>	<ul style="list-style-type: none"> <li>To make simple comparisons, identifying similarities and differences between living things, objects and events;</li> <li>To say what results show</li> <li>To say whether their predictions were supported</li> <li>In some cases to use knowledge to explain what was found out and to draw conclusions</li> <li>To explain what they did</li> </ul>	<ul style="list-style-type: none"> <li>To draw conclusions from results and begin to use scientific knowledge to suggest explanations for them</li> <li>To make generalisation and begin to identify simple patterns in results presented in tables</li> </ul>	<ul style="list-style-type: none"> <li>To identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these</li> <li>To explain what the evidence shows and whether it supports any predictions made</li> <li>To link evidence to scientific knowledge and understanding in some contexts.</li> </ul>	<ul style="list-style-type: none"> <li>to decide whether results support any prediction;</li> <li>to begin to evaluate repeated results;</li> <li>to recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding;</li> <li>to interpret data and think about whether it is sufficient to draw conclusions;</li> <li>to draw conclusion indicating whether these match any prediction made</li> </ul>	<ul style="list-style-type: none"> <li>to make comparisons; to evaluate repeated results;</li> <li>to identify patterns in results and results that do not appear to fit the pattern;</li> <li>to use results to draw conclusions and to make further predictions;</li> <li>to suggest and evaluate explanations for these predictions using scientific knowledge and understanding;</li> <li>to say whether the evidence supports any prediction made</li> </ul>
Children working above average	•	•	•	•	•	•
Children working below average	•	•	•	•	•	•

# **STAFFING STRUCTURES**

## **Class Based Mixed Age Teaching – What are the benefits?**

- **More consistency and continuity across the week**
- **Easier to keep a closer track on individual pupil progress**
- **More able to focus on individual learning targets throughout the day and across the week**
- **More flexibility within the class timetable**
- **More flexibility to work in different groups/structures**
- **Easier to link to the creative curriculum**
- **All classes would have additional learning support available**
- **Fewer changes in staff across the week**
- **Equality of opportunity**
- **More opportunity for pupil led learning**




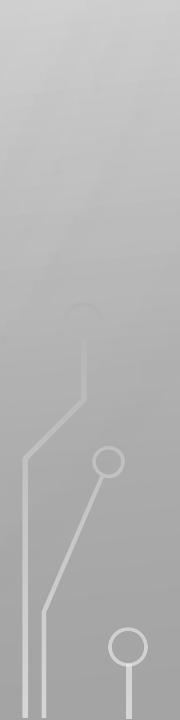
# CLASS SPLITS

## HOW DO WE DECIDE ON CLASS BASES?

What we won't do:

- Set by ability
- Teach to the year group
- Stick to only ever working within the class base

What we will do:


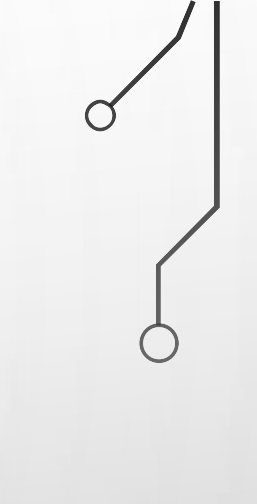

- Split according to age first
  - In KS1 we will then look at physical development and learning styles
  - In KS2 we will look at the gender split to ensure that no child is left without any friends from the same gender group in their class base.
  - Use the flexibility to work within different groups either within the class, within the key stages or across the school according to the purpose and desired learning outcomes for the lesson.
  - Continue to offer an individualised approach to progress and target setting and challenge all pupils.
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- Introduction of Hot School Meals



# HOT SCHOOL MEALS

- Dolce Ltd will provide the hot meals for the school.
  - Free for all KS1 and EYFS pupils (Owls and Buzzards)
  - £2.40 for KS2 pupils
  - 3 week rolling menu
  - Two meat choices and a vegetarian choice per day
  - Order online at home either a term or half term in advance
  - Pay by direct debit online
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**CELEBRATION!**



# TAKE A PICTURE





# PRAISE IN THE PARK





# SUMMER QUEEN





# FRIENDSHIP





# CHATEAU DU BROUTEL





# LEAVER'S SERVICE - OXFORD









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