Developing Potential without Limitations

Frieth Church of England Combined School

Prospectus 2018—2019









Telephone: 01494 881554

www.friethschool.co.uk

Welcome

'Frieth is a small rural school which offers a very warm, nurturing and inclusive community atmosphere.' *Ofsted April 2017*

Dear Parent or Guardian

We very much welcome your interest in Frieth CEC School and hope that it will be the first step on the road to a long and happy partnership with us.

We want the children in our care to develop a love of learning and to become confident citizens who are valued for their contribution to their community. We truly believe in ***'Developing Potential without Limitations'*** for all our pupils and aim to provide our children with the very best learning opportunities within a diverse, engaging and creative curriculum, and prepare them for the world in which they live. We are delighted that this has been recognised in our recent Ofsted inspection which found that we 'provide drive, vision and inspirational leadership which is recognised and highly valued by staff, pupils and parents. Together, you, your staff and governors form a strong team who are passionate to improve the quality of provision at Frieth and ambitious for the pupils in your care.'

We are a Church of England School and our inclusive core values are a reflection of our Christian beliefs. We aim to stay true to our values throughout the day, whether we are learning in class, enjoying our friendships, or playing or competing outdoors. This was recognised in our 'Outstanding' grade in our 2016 SIAMS inspection and our inclusive ethos was recognised in our recent 2017 Ofsted Inspection which found that 'Children are prepared well for life in modern Britain and speak confidently and knowledgably about different faiths and cultures, recognising diversity and valuing equality.'

We welcome the opportunity of taking prospective parents and visitors on a tour of our wonderful school and to provide the experience of Frieth during its normal routine. If you would like to take up this opportunity, please do contact us and we would be more than happy to show you around.

We look forward to welcoming you into our school.

Jo Reid
Headteacher

Merelina Tebbot
Chairman of Governors

What the children say...

We make friends easily!

Sporty!

Happy and friendly teachers

We learn in many fun ways. We remember and understand for the future!

A great education

We enjoy learning more!

Our Terrific Team!



Mrs Josephine Reid
Headteacher
Senior Leadership Team



Mrs Krisztina Tyzack
Assistant Headteacher
Senior Leadership Team



Mr Howard Taylor
Bursar
Senior Leadership Team



Mrs Louise Goodchild
Assistant Headteacher
SENDco & Senior
Leadership Team



Mr Nigel Honey
Teacher



Mrs Lorna Sparks
Teacher



Mrs Karen Green
Teacher



Mrs Rosie Jenkins
Teacher



Mrs Cheryl Reynard
Teacher



Miss Catherine Holt
Teacher

Our Administrative and Support Staff

SUPPORT STAFF



Mrs Emma Horan
Administrative officer



Miss Angela Currie
LSA



Mrs Helen Barker
LSA



Mr Howard Taylor
Bursar



Mrs Sarah Bryan
LSA



Mrs Michelle Hearne
LSA



Ms Philippa Armstrong
LSA



Mrs Rachel Palmer
LSA



Mrs Emma Spencer
LSA



Mrs Lesley Ansell
LSA



Mrs Charlotte Crowther
LSA



Miss Becky Batt
Midday Supervisor

Vision and values

Our School Vision

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

Our Core Values

These are the Christian values we believe are both learnt and taught at our school



Gentle and kind



Caring and sharing



Honest and truthful



Challenging and responsible

Frieth Church of England Combined School

Established in 1865 Frieth CEC School is a small, thriving village school. It is a voluntary aided (VA) Church of England school operating within Buckinghamshire Local Authority.

In partnership with parents, the staff and governors work hard to provide the best possible education for the children in the school. To do this we ensure we have staff who will inspire and encourage our children and who, in turn, need ongoing development and support: we are therefore proud to be recognised as an 'Investor in People'.

We provide an environment where pupils are encouraged to achieve their potential in all areas of academic, physical, social, personal, moral and spiritual development. Every child is an individual and we pride ourselves on recognising the particular educational and developmental needs of each child.

The ethos of the school is based on Christian values. The atmosphere of the school is one of care, courtesy and consideration for others: our pupils say that we are a fair school where everyone is respectful, kind and supportive. Contributing to, and being part of, a community is important to us.

Aims of The School

Through our teaching we aim to help pupils to:

- Develop lively, inquiring minds and imagination, the ability to question and argue rationally and to apply themselves to various tasks and physical skills.
- Develop self-confidence and self-discipline in their approach to learning and life.
- Use language and numbers confidently and effectively.
- Acquire understanding, knowledge, skills and attitudes relevant to a fast changing world.
- Develop personal moral values, particularly Christian values, and to have respect for, and tolerance of, other races, religions and ways of life.
- Gain an understanding of the world in which they live and the interdependence between individuals, groups and nations.
- Appreciate human achievements and aspirations.

About our School

Class Organisation

Most of our classes are made up of mixed Year Groups.

- Key Stage 2 are taught in three classes of approximately 25.
- Key Stage 1 and Early Years Foundation Stage are taught in two classes of 30.

Intake

We accept children from Reception through to Year 6.

Our current number on role is 128.

Our admission number into Reception class is 20.

We open an additional 2 spaces in year 3.

Facilities

We have a modern, multi-purpose hall, a recently refurbished, bright and beautiful library in the heart of the school, and a comprehensive wireless computing system. All classrooms are fitted with new LED interactive whiteboards. Outside we are also well resourced, including a large playing field, hard playground, adventure playground, environmental area, children's garden, and an outside learning environment for Reception children.

Head Boy and Girl

On your visit you may well have been shown around the school by our Head Boy and Girl. Whilst recognising the innovations of the future we also celebrate the traditions of the past. Each year the Year 5 children set forth their case for these two roles. All staff and children then vote and candidates are chosen. At the traditional Summer Queen event the outgoing Head Boy and Girl hand over batons to the incoming children.

House Teams

The children are divided into four house teams, all named after local woodland areas: Parmoor, Adams, Perrins and Mousell. Children receive house-points for a range of achievements: good work, care of others and good manners to name but a few. House Captains are chosen from the Year 6 children. A house team shield is presented at the end of each academic year to the team with the most points, collected and collated by the House Captains.

Transport Arrangements

Children living over three miles from the school and in the catchment area (see map) are entitled to free school transport, arranged by Buckinghamshire County Council.

Transfer to secondary school

As we are part of Buckinghamshire Local Authority, at eleven years of age each child has the opportunity to participate in the Buckinghamshire County Secondary Selection Procedure, which determines whether a child is best suited to a Grammar School or an Upper School. Parents will be invited to a meeting before the selection process in order to receive details of the procedure.

A healthy School

The school is committed to the promotion of a healthy lifestyle for our pupils and we aim to equip all members of the school community with the knowledge to be able to make informed choices about diet, exercise and other health related issues.

Opportunities are provided both within and outside the curriculum for physical education (PE). In the curriculum we provide two hours of high quality PE per week to all year groups and work closely with our sports providers at 'Club Sport' to deliver a high standard of teaching and learning across the school. As part of the curriculum, children in Key Stage 2 have swimming lessons (Years 4/5).

- In Foundation Stage, physical activity is an integral part of the curriculum.

We enrich the curriculum in a number of ways, including inviting appropriately qualified professionals to contribute to curriculum special events and walks around the local community.

We also provide extensive opportunities for physical activity through out-of-hours learning for all children – irrespective of age, gender or ability.

- Clubs such as cross country, netball, cricket and athletics are seasonally available.
- We work closely with two local schools sports companies as well as with local groups to promote a healthy active lifestyle.

The school has a multi-purpose hall and a large playing field. A multi-activity competitive Sports Day is always a popular event for pupils, teachers and parents alike.





The School Day

The school starts at **08.55** and finishes at **15.15**. Children are expected to arrive at school between 08.45 and 08.55. We ask parents to work with the school to make sure that their children attend school regularly and arrive on time. The Attendance Policy is available on our school website.

Break Times

During the morning break, children spend the time socialising and playing with others. We have large playing fields, together with a designated outdoor play area for the Foundation Stage children and an adventure playground for the older children.

Lunch

In line with government legislation, we offer hot school meals. All EYFS and KS1 pupils will be eligible for a free school meal. KS2 pupils will be able to buy a school meal. We are pleased to be working in partnership with **Dolce Ltd**, who will be providing our exciting and nutritious new menus. Pupils who choose to bring their own packed lunch are encouraged to make it as healthy as possible and certificates and reward stickers are given for particularly healthy lunchboxes.

Extra-Curricular Activities

We offer a range and variety of extra-curricular clubs at the school reflecting the enthusiasm and commitment of the school staff to provide additional opportunities.

Clubs may vary from year to year and currently include choir, cross country, football, cricket, netball, Active kids, gardening, Lego, board games, computing and chess. We also participate in various local competitions and performances, including cross country, football, netball, hockey, 'Energise' at the Wycombe Swan Theatre, and 'Young Voices' at the Birmingham Genting Arena.





Communication and partnership

School is a partnership and we try to be inclusive at every level, with a thriving School Council and regular communication with parents on both a formal and informal basis.

- We send out a weekly newsletter or reminders bulletin from the Headteacher to parents to keep everyone in touch with all that is happening at the school.
- We operate a text messaging service for last-minute reminders or urgent items.
- We have a school website: http://www.friethschool.co.uk/website
- Information on the curriculum is sent out every term.
- We have two consultation evenings per year where parents can discuss their child's progress with the class teacher. This is summarised at the end of the year in the child's Annual Report, after which teachers are available for discussion with parents if required.
- Termly sharing afternoons where parents and children have the opportunity to discuss work and look at displays.
- Governors produce a newsletter to inform parents about the activities and priorities of the School's Governing Body.
- At the beginning of each academic year classroom teachers organise an 'induction session' on the forthcoming year for parents.
- We undertake an annual parents' survey.
- We have an open door policy and are happy to receive feedback or answer questions at any time.
- Whole school meetings for parents, governors and staff to keep all stakeholders updated on the strategic development of the school.

School Council

It is important to us that our pupils have a formal 'voice' within the school so we have an active School Council. Each year group from Year 2 is represented and they are regularly consulted on a variety of interesting topics. Class councils are held half termly. A Governor is on the School Council.

Parental Involvement

We welcome parental involvement at all levels, including:

- Helping in a classroom under teacher supervision.
- Helping with clubs.
- Helping in the school library.
- Accompanying classes on school trips.
- Helping with practical tasks e.g. painting, sewing, improving the environment.
- Attending school functions e.g. parent consultation evenings, social functions.
- Raising funds.
- Representation on the Governing Body.
- Regular workshops are held and a policy and handbook exist for Parent Volunteers.

Parent Teachers' Association (PTA)

The PTA. is a very active and enthusiastic body. All parents are honorary members. They aim to raise funds for the school and to foster good relationships between home and school. The P.T.A. organises a number of fundraising and social events throughout the year and relies on the active involvement of parents and the wider community to support the school. Children help by running stalls at major events. The financial help given to the school by the P.T.A. cannot be underestimated. Projects they have supported this year include ICT in school, audio equipment for classrooms, a canopy shelter for our EYFS outside learning area, and funding for the enrichment of our curriculum.







The creative curriculum

At Frieth we believe that pupils learn best when they are inspired by imaginative and creative activities and learning opportunities. We have developed a creative, flexible and challenging curriculum for our school which not only incorporates all the statutory requirements of the National Curriculum, but also includes areas of study which we believe will inspire our pupils and has our community and our values within its heart. We will plan for a cross curricular approach where pupils will be able to use skills from one area of the curriculum to advance their learning in another area. For example, using mathematical skills for data collection to find out about our local environment and then use their literacy skills to write a leaflet about the local environment using the geographical knowledge they gained. We are now drawing the first 4 years of our creative curriculum to a close and are reviewing and refining our curriculum map for 2018-2022 which will be published in September 2018. These topic headings however provide a sample of our current Whole School Creative Curriculum from 2014 - 2018:

Shoes	Pirates	Time Detectives
Wheels	The Quest	Game On
All the World a Stage	Island Hopping	Masterchef
Underground, Overground	Eco Warriors	Monsters

These topic headings may vary dependent on world, local and current events.





The national curriculum 2014

Within the Creative Curriculum approach we fully implement the National Curriculum from Foundation Stage through to the end of Key Stage 2.

Foundation Stage Curriculum

When pupils enter the Reception class (Owls) they will be following the Early Years Foundation Stage Curriculum. It is likely that many pupils will have already embarked on this learning journey in previous pre-school and nursery settings. There is a strong emphasis on learning through play, pupil initiated learning and learning outside the classroom. The curriculum is organised into three prime areas of learning and four specific areas of learning:

Prime Areas of learning	Communication and Language
	Personal, Social and Emotional Development
	Physical development
Specific areas of learning	Literacy
	Mathematics
	Understanding the World
	Expressive Art and Design

The Primary National Curriculum

The Primary National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent. In September 2014 a new statutory Primary National Curriculum will be in place. It sets out:

- The subjects taught.
- The knowledge, skills and understanding required in each subject and within each Key stage.
- Standards or attainment targets in each subject that teachers can use to measure a child's progress and plan their future learning.

The National Curriculum is organised into blocks of years called 'Key Stages'. The subjects within the 2014 National Curriculum are:

English	Mathematics
Science	Computing
Design and Technology	History
Geography	Art and Design
Music	Physical Education
Modern Foreign Languages	

Religious Education (RE)

All schools are required to teach RE. As a Church of England VA school and part of the Oxford Diocese, we follow the Buckinghamshire RE Agreed Syllabus. (A right to withdraw from all or any part of either religious education or worship exists and an alternative learning opportunity will be provided where possible.)

Other non-statutory subjects

Personal, Social and Health Education (PSHE) and Citizenship

At Frieth we believe in the importance of education for the development of the whole child. PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE and Citizenship is included across the curriculum and contributes significantly to helping prepare our pupils for the opportunities and challenges of life.

Sex and Relationships Education (SRE)

We consider that SRE helps children cope with the emotional and physical changes experienced when growing up. From the beginning of their school life they talk about caring for others and keeping safe. As they get older the concepts are developed and they are introduced to topics on making choices, growing up, body changes, human reproduction and the value of family life and relationships.

Parents have the opportunity to view any resources and may withdraw their children from aspects of SRE that are not included in the science curriculum.

Homework

The school believes that homework is an important part of pupils' development, from Reception through to Year 6. Its purpose is:

- To develop effective partnerships between home and school, promoting and developing our children's skills.
- To enable parents/guardians to become aware of their child's learning journey.
- To consolidate school learning.
- To develop both new and old skills.
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own.

We have a homework policy to ensure that children and parents are aware of how homework is organised and managed. This is in line with guidance issued by the Department for Education and Skills (DfES).

Educational Visits

Educational visits are an important part of school life and are used to support the learning that takes place in the classroom. Our pupils visit many places of interest, and have the opportunity to participate in a range of activities such as music and sporting events with other schools. Local visits include the Church, Mousells Wood and fieldwork in the village. Equally many visitors bring their expertise and experiences to enhance the children's learning journey. Years 5 and 6 benefit from a biennial residential visit designed to fulfil the National Curriculum PE element of Outdoor Adventurous Activities, develop

independence and team building skills. Prior to any visit the group leader carries out a detailed risk assessment.

Monitoring and assessments

At Frieth we believe in a personalised approach to pupil learning and progress. We assess pupils throughout their time in class and work with them to produce individual targets for learning. We also encourage the pupils to evaluate their own learning and set their own targets for improvement through the 'Next I will…' strategy.

The regular monitoring and assessment of individual children is essential as it helps us to evaluate their progress. This is done on an on-going basis throughout the year, as well as termly when each child is assessed in the core subjects of English, Mathematics and Science. Progress in reading and spelling is also monitored on a regular basis. Every child's progress is recorded so that it can be tracked and results fed into teachers' lesson plans. In addition:

- In Reception all the children are assessed using the Foundation Stage Profile in line with national and county policy.
- Children in Years 2 and 6 are involved in national Standard Assessment Tests (SATs).
- Children in Years 3, 4 and 5 take part in optional SATs in English and Mathematics.

Individual results for national tests are reported to parents. Comparative results are shown below.

EYFS

Attainment GLD	2014			2015			2016			2017		
	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat
	40%	64%	60%	80%	68%	66%	75%	70%	69%	69%	74%	71%

Yr 1 Phonics Screening

School 2014	National 2014	School 2015	National 2015	School 2016	National 2016	School 2017	National 2017
80%	74%	85%	77%	85%	81%	40%	82%

KS1

Subject	% attaining	School	LA	Emerging National
Reading	Expected Standard	100%	78%	76%
	Greater Depth	44%	28%	25%
Writing	Expected Standard	100%	69%	68%
	Greater Depth	13%	14%	16%
Maths	Expected Standard	81%	76%	75%
	Greater Depth	25%	20%	21%

KS2 Reading Writing and Maths Combined

	School	LA	National
Expected Standard	73%	63%	61%
Higher Standard	13%	7% (2016)	5% (2016)

Average scaled scores in reading and maths

Reading			Spelling Punctuation and Grammar			Maths		
School	LA	National	School	LA	National	School	LA	National
108	106	104	108	107	106	104	105	104

Subject	% attaining	School Teacher Assessment	School Test	LA	National
Reading	Expected Standard	100%	87%	76%	71%
	Higher Standard	N/A	53%	34%	31%
Writing	Expected Standard	100%	N/A	71%	74%
	Higher Standard	31%	N/A	13%	15%
Maths	Expected Standard	100%	73%	75%	75%
	Higher Standard	N/A	20%	28%	23%

Note 1: Frieth is a small school and, as with all small schools where less that 20 children are taking tests, care needs to be taken in interpreting results. For example: In a class of 30 pupils 1 child =3% whereas in a cohort of 14 pupils 1 child = 7%. This can have a big impact on comparisons to county and National figures.

Curriculum Support

Throughout the curriculum, tasks are matched to the needs of the individual children. However, sometimes it is important that particular programmes of work are set up.

Special Educational Needs

In line with the Code of Practice for Special Education Needs and Disabilities 2014 the school has adopted a three-stage system for supporting children who may need extra help. Our SEND Policy can be viewed on the school website.

- Initially, a referral may come from teachers, parents or from an outside agency. If the need arises the child will be given an Individual Education Plan (IEP) and supported in the first instance by the class teacher. Regular reviews are made of a child's progress and it may be decided that further support is needed. If this is the case the child will be given a school support plan
- Subsequent reviews are undertaken and, depending on the result, the child may be given further targeted interventions.

- If limited progress is observed and parents are in agreement, advice is sought from an educational psychologist. It may be recommended that the child proceeds to a full educational and medical assessment of his / her needs. If appropriate, the child may receive an Educational Healthcare Plan.

More Able Pupils

More able children are supported within the classroom through the provision of differentiated curriculum support. We also provide children with additional experiences to extend their learning across all curriculum areas. We have been actively involved in ensuring challenge and stretch for all pupils, including our most able pupils and have been participating in a 'Growth Mindset' Project to facilitate a positive attitude to challenge throughout the school.



School dress code

School uniform contributes to our school ethos and instils a sense of belonging to the school.

Our uniform is as follows:

- School sweatshirt / plain royal blue cardigan / jumper
- White or pale blue polo shirt
- Grey skirt or grey / black trousers
- White, grey or black socks / tights
- Fleece for outdoor wear (optional)
- School tie (optional)
- Black low heeled shoes / sandals without open toes. Sling backs are not allowed.
- In the summer, some girls choose to wear a royal blue and white checked dress

For PE

- T shirt with school logo or plain white T shirt
- Royal blue or navy shorts
- Trainers or plimsolls
- Royal blue or navy jogging bottoms

For Swimming

- Female swimmers:1-piece swim suit
- Male swimmers: close fitting swimming trunks or shorts
- Pupils are required to wear a swimming hat (please note that it is the policy of some Wycombe Leisure sites that swimming hats should be worn by all pupils participating in school swimming lessons)

Bags

- Gym bag
- Book bag

Jewellery

The only jewellery children are permitted to wear is stud earrings. Children should be able to remove these themselves for PE. If a child has newly pierced ears they must cover the earrings using surgical tape only, which must be provided from home.

Hair

Long hair should be tied back. Extreme hair styles are discouraged e.g. colour or excessive use of products.

Term and holiday dates 2017–2018

Term	Open on morning of	Close at end of afternoon of
Autumn	Thursday 6th September 2018	Thursday 18th October 2018
	Monday 29th October 2018	Wednesday 19th December 2018
Spring	Thursday 3rd January 2019	Friday 15th February 2019
	Monday 25th February 2019	Friday 5th April 2019
Summer	Wednesday 24th April 2019	Thursday 23rd May 2019
	Monday 3rd June 2019	Wednesday 24th July 2019

Buckinghamshire and Additional School Inset Days:

Wednesday 5th September 2018; Friday 19th October 2018; Wednesday 2nd January 2019;

Tuesday 23rd April 2019; Friday 24th May 2019

OFSTED inspection

Frieth School was most recently inspected in April 2017. The school was judged to remain a 'Good' school because:

- The Leadership team provide 'drive, vision and inspirational leadership which is recognized and highly valued by staff, pupils and parents'
- Pupils and their parents are effusive in their praise of the school and are rightly proud of all that it achieves
- Pupils are articulate, confident and display excellent attitudes towards learning, their school and each other
- Pupils apply themselves conscientiously to the tasks they are given and take pride in making their work the best it can be
- Very good relationships, together with calm and productive working environments, support pupils to make good progress
- There is a well-planned creative curriculum, together with a wealth of additional clubs and activities
- Governors have a thorough understanding of the school's strengths and areas for development
- Standards are improving and all groups of current pupils, including the most vulnerable, are making good progress
- Very nearly all parents, staff and pupils…believe that pupils are safe, well looked-after and happy in school.
- All safeguarding arrangements are fit for purpose and there is a culture of vigilance
- Pupils' conduct in lessons and around the site is exemplary and there are no concerns about bullying

Areas for further development as suggested in the report include ensuring that:

- the learning environment for the early years is further improved with a wider range of stimuli for mathematics and literacy development
- progress in mathematics continues to improve in key stages 1 and 2
- the quality of pupils' work and their depth of learning in science and the wider curriculum are improved, by giving more challenging activities which involve pupils in applying their literacy and numeracy skills.

As a school we welcome the constructive criticism given during the inspection and are working hard to ensure all our pupils are challenged in all lessons and that our target setting is smart, personalized and effective. We consistently strive to provide the best education possible and will continue to build upon the initiatives we believe will make our school Outstanding at its next inspection. A full copy of the Ofsted report is available on our website.

Key policies

Admission arrangements for September 2019 - August 2020

Frieth C.E.C. School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values, in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school. Our mission statement is: *We are a close Christian community, nurturing, inspiring and celebrating all individuals. Through creative learning we encourage greatness by developing potential without limitations.*

The Governing Body of the school, not Buckinghamshire Local Authority (the LA), is responsible for deciding on admissions to the school, but works closely with the LA to co-ordinate admissions to all maintained schools in Buckinghamshire. Details of the LA arrangements are in the Buckinghamshire booklet, available from the school. This also explains how parents can express a preference for a school and give reasons for that preference. Parents (see note 2) should apply to the local authority in which they live at the time of application (the home LA) which may not be Buckinghamshire. **The form must be returned to that LA no later than 15 January 2019. Applications received after this date will normally only be considered after all those received on or before the cut-off date. Offers and refusals of places will be posted by the home LA on 16 April 2019.**

Decisions on which children are to be offered a place will be made by the Admissions Committee of the school. Offers of a place will be made by the home LA on behalf of the Governing Body **Offers and refusals of places will be posted by the home LA on or about 16 April 2019**. Parents (see Note 2) will be given a deadline by which to accept an offer. Applications received after the deadline for receipt will only be considered **after** all those received by the deadline. This means that if no places are left after considering all the applications received by the deadline, even if you fulfil a higher criterion than that under which places have been offered to other applicants, you will be unsuccessful.

At our school, pupils are admitted to the Reception Year at the beginning of the school year (1 September – 31 August) in which they reach their fifth birthday. The school does not consider earlier entry. Parents whose children were born between 1 September 2014 and 31 August 2015 may apply for them to be admitted to the Reception Year in September 2019.

Parents of a child whose fifth birthday falls between 1 September 2019 and 31 March 2020 may defer entry until their child reaches compulsory school age (the term beginning in January or April after his or her fifth birthday). The school will hold the deferred place for the child (provided it is taken up during the school year 2019-20), although, in the majority of cases, we find that children benefit from starting at the beginning of the school year, rather than part way through it.

For children whose fifth birthday falls between 1 April 2020 and 31 August 2020 (summer born children) who do not reach compulsory school age until September 2020, parents who do not wish them to start school in school year 2019-20 but to be admitted to the Reception Year in September 2020, should proceed as follows: They should apply at the usual time for a place in September 2019 together with a written request that the child is admitted outside his or her normal age group to the

Reception year in September 2020. NB parents would need to provide supporting reasons for seeking a place outside the normal age group and should discuss the position with the head teacher as early as possible. The school will consider the request carefully and if it is agreed this should be clear before the national offer day (16 April 2019), their application for the normal age group may be withdrawn before any place is offered. They should then reapply in the normal way (no later than 15 January 2020) for a Reception place in September 2020. If their request is refused, the parents must decide whether to wait for any other offer of a place in September 2019 (NB it will still be subject to the over-subscription criteria below) or to withdraw their application and apply in the second half of the of the summer term 2020 for a Year 1 place in September 2020. Parents should be aware that the Year 1 group may have no vacancies and it could be full with children transferring from the 2019-20 Reception Year group.

Until the child reaches compulsory school age, s/he may attend part-time. If parents wish to exercise this right they should discuss detailed arrangements with the headteacher.

In our school, pupils are admitted provided there are places available in the relevant year group. The admission number for entry to the Reception Year in September 2019 is 20 and for entry to Year 3 in September 2019 is 2. Year 1 and Year 2 have 20 places and Years 3 – 6 have 22 places. The year 3 is made up of the 20 pupils who joined us in EYFS or KS1 plus the additional 2 entry places for year 3. Our policy is not to offer admission in September 2019 to children who were born on or after 1 September 2015.

In-year applications (see Note 6) for all year groups for the academic year 2019-2020 will be administered by the school and applications should be made direct to the school.

Requests from parents for places outside a normal age group will be considered carefully, e.g. for those who have missed education due to ill health. Each case will be considered on its own merits and circumstances. However, cases will not normally be agreed without a consensus that to do so would be in the pupil's interests. The governors will ask relevant professionals for their opinion on the case. Those refused places outside the normal age group will be informed of their statutory right to appeal.

Children with Statements of Special Educational Need or with an Education, Health and Care plan (EHCP) naming Frieth School will always be offered places. The Governors subscribe to the Fair Access Protocol published by the Local Authority. In the event of there being more applications than places available, they will be considered in the following order of priority:

1) Looked-after children and children who were previously looked after, but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order (see Note 1).

2) Families who have exceptional medical or social needs that make it essential that their child attends Frieth C.E.C.School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family (See Note 3).

3) A child with a home address (see Note 4) in the catchment area and with a sibling (see Note 5) already in attendance at Frieth School at the time of application and who is expected still to be in attendance at the time of entry to the school or a sibling who has already been offered a place to start in the current academic year.

4) A child with a normal home address (see Note 4) in the catchment area and not included in the above numbered categories.

5) A child with a normal home address (see Note 4) outside the catchment area and with a sibling (see Note 5) already in attendance at Frieth School at the time of application and who is expected still to be in attendance at the time of entry to the school or a sibling who has already been offered a place to start in the current academic year.

6) Other children with a normal home address (see Note 4) outside the catchment area and not included in the above numbered categories.

The school's catchment area is shown on a map which can be obtained from the school office or can be found on the school website (www.friethschool.co.uk) or can be found on Bucks County Council's website at: www.buckscc.gov.uk/assets/content/bcc/docs/schools/ed_catch_map_Frieth.pdf.

Proximity of the child's home to the main school gate, as measured by a straight line distance, will serve to differentiate within any of the above criteria in the event of there being a greater demand for admission than there are places available, with those living nearer being accorded the higher priority. Measurement will be supplied by Bucks County Council, and will be the distance as set out by Ordnance Survey. In cases where applicants live an equal distance from the school, for example those living in flats or apartments in the same block, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

Multiple Births
See Note 5.

Note 1: By a "looked-after child" we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. An adoption order is one made under the Adoption Act 1976 (Section 12) or the Adoption and Children Act 2002 (Section 46). A 'child arrangements order is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, Section 14). A 'special guardianship order' is one appointing one or more individuals to be a child's special guardian/s (Children Act 1989, Section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order).

Note 2 "Parent" is defined in law (The Education Act 1996) as either:

- any person who has 'parental responsibility' (defined in the Children Act 1989) for the child or young person; or
- any person who has care of the child or young person.

If you are in any doubt, please contact the school for advice.

Note 3: When applying under criterion (2), i.e. exceptional medical or social needs, you must include supporting evidence from an independent professional person who is aware of the situation and supports your reasons for preferring Frieth C.E.C. School. This supporting evidence must clearly demonstrate why the school is the most suitable and must illustrate the difficulties that would be caused if your child had to attend another school. The person supplying the evidence should be a

medical consultant, senior health visitor, senior social worker, etc., who is aware of your child's or your own case. The school reserves the right to ask for further evidence or clarification and may seek the advice of appropriate educational professionals where necessary.

Note 4: By 'normal home address' we mean your child's home address. This is your child's permanent address at the time you make your application for a place. It is where you and your child live. A child's home address is considered to be where he or she spends the majority of the school week (Monday to Friday, including nights). We may ask to see official documentation, such as a child benefit book or medical card if there are reasons why a child does not live at his or her parent's address. For example, if he or she is resident with a grandparent, you need to tell us this on the application form. If you do not declare any arrangements like this or use a relative's address for your application, we may consider that you have made a false declaration and withdraw the offer of a place. Childcare arrangements are **not** sufficient reason for listing another address. The school reserves the right to check the validity of any address given. If you are not sure whether or not you live in the catchment area you can ask the school to check this for you and you will receive a written response.
If parents are moving house, the school will ask for evidence of the move, **when** considering any application for a place. Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts, or a rental agreement for at least a period of six months will be required (Armed Forces personnel are exempt). If you are returning from elsewhere, to live in a home that you own, we will require evidence to show that you have returned. We will also ask for evidence that any previous house owned has been sold or is being sold. We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof

Note 5: Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. In cases where there is one place available, and the next child on the list is a twin, triplet, etc., we would admit both twins (and all the children in the case of other multiple births) even if this meant exceeding the agreed number or number of available places in a year group.

Note 6: by 'in-year applications' we mean applications for admission of a child/children at a time other than the first entry into school as a Rising 5 or five year old or at Junior Transfer level (Year 3).

There are established arrangements for appeals against non-admission. Details are available from the school. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school does not consider any further application in the same school year (1 September - 31 August) unless there is a major change in circumstances e.g. change of address. The school maintains a waiting list for those children who are not offered a place; the order of priority on the waiting list is the same as the list of criteria for over-subscription. No account is taken of length of time on a waiting list. The school periodically seeks confirmation that parents wish a child to be kept on the waiting list.

Applications received for Reception Year 2018

The school received 33 applications expressing a preference for admission to the Reception Year in 2018 by the closing date in January 2018. These were ranked as follows:

Children with statements or EHC plans naming the school
Criterion 1 0
Criterion 2 0
Criterion 3 4
Criterion 4 4
Criterion 5 6
Criterion 6 19

20 places were offered, with the cut-off coming under criterion 6 at a distance of 1.453 miles

For further information, clarification or comments on these arrangements in the first instance please contact the Secretary at

Frieth C.E.C. School
Frieth
Henley-on-Thames
Oxon RG9 6PR

Telephone 01494 881554
office@frieth.bucks.sch.uk

Charging and remissions policy

The school wishes to provide for all pupils the best possible educational opportunities available within the funds allocated by the Education Authority. The law states very clearly that education during normal school hours is to be free of any compulsory charge to parents and the school warmly endorses the principle and is committed to upholding the legal requirements.

It is recognised, however, that many educationally valuable activities have been and will continue to be dependent on financial contributions in whole or in part from parents. Without that financial support, the school would find it impossible to maintain the quality and breadth of the educational programme provided for pupils. The school's concern is to keep financial contributions to a reasonable minimum and to ensure as far as possible that all children are able to take part, irrespective of their circumstances.

Therefore, in accordance with the requirements of the Education Reform Act (1988), the governors have adopted the following policy in relation to charging for some activities:

> *Parents will be asked to make a voluntary contribution towards the cost of certain school activities (e.g. swimming, educational visits). Dependent on the level of contributions made, such activities may or may not take place. However, no child will be denied participation in such activities should his or her parents be unable to make such a voluntary contribution.*

This policy will be reviewed in September each year.

Anti-bullying and Race Equality Policies

The school has an anti-bullying policy and a race equality policy of which parents and children are made aware. If parents are concerned about their children they should speak to the class teacher in the first instance or contact the Headteacher directly. Bullying and racism are never tolerated.

Full copies of these policies are available from the School Office.

Accessibility

Since September 2002 it has been unlawful for schools and Local authorities to discriminate against disabled pupils in their admissions and exclusions, education and associated services. (Disability Act 2001, amending part 4 of the Disability Act 1995).

There are three main duties:

1. Not to treat disabled pupils less favourably
2. To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
3. To prepare accessibility strategies (Local Authority) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils.

This duty covers all aspects of school life including extra curricular activities and school visits. The duty to make reasonable adjustments refers to the school's full range of policies, procedures and practices.

Over time we plan to increase the accessibility of our school for disabled pupils by:

- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment of the school This covers improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils and their parents. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

A full copy of this policy is available from the School Office.

Safeguarding statements

At Frieth Church of England Combined School, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including DBS checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, and " Keeping Children Safe in Education" 2016 we have a Designated Person for Child Protection (Mrs Jo Reid) who is the headteacher, and two Deputy Designated Persons for Child Protection (Mrs Lorna Sparks and Mrs Krisztina Tyzack). They have all received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures followed in Frieth CEC School have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to Mrs Jo Reid, Mrs Lorna Sparks, Mrs Krisztina Tyzack or your child's class teacher: the policy can be found on the 'Safeguarding Information and Links' page.

Developing potential without limitations



Contact

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Henley-on-Thames
Oxfordshire
RG9 6PR

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