



*Developing Potential without Limitations*

# Frieth Church of England Combined School Prospectus 2020—2021



Telephone: 01494 881554

[www.friethschool.co.uk](http://www.friethschool.co.uk)



# Welcome

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*'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 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.

Tina Nowell  
**Headteacher**

Merelina Tebbot  
**Chairman of Governors**

## What the children say...

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**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!

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**Mrs Tina Nowell**  
Headteacher  
Designated Safeguarding Lead (DSL)



**Mrs Krisztina Tyzack**  
Assistant Headteacher KS1  
Deputy DSL



**Mrs Louise Goodchild**  
Assistant Headteacher KS2  
SENDCo



**Mrs Lorna Sparks**  
Deputy DSL  
Teacher Governor



**Mr Nigel Honey**  
Teacher



**Mrs Karen Green**  
Teacher



**Miss Catherine Holt**  
Teacher



**Mrs Rosie Jenkins**  
Teacher



**Mrs Helen Upsher**  
Office Administrator



**Mr Howard Taylor**  
Bursar

# Our Learning Support Assistants

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**Miss Stacy Birmingham**  
Learning Support Assistant



**Mrs Sarah Bryan**  
Learning Support Assistant



**Ms Philippa Armstrong**  
Learning Support Assistant



**Miss Angela Currie**  
Learning Support Assistant



**Mrs Charlotte Crowther**  
Learning Support Assistant



**Miss Charmaine Wilkins**  
Learning Support Assistant



**Mrs Emma Spencer**  
Learning Support Assistant  
Wraparound Club Facilitator



**Mrs Rachel Palmer**  
Learning Support Assistant  
Office Assistant



**Miss Becky Batt**  
Midday Supervisor

# Vision and values

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*'...your light must shine before people, so that they will see the good things you do.'*

*Matthew 5:16*



**Our School Vision**

We shine a light on individual success and open the doors to our future global citizens 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

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**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, access ongoing development and support.

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

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## Class Organisation

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

- Key Stage 2 are taught in three classes.
- Key Stage 1 and Early Years Foundation Stage are taught in two classes of no more than 30.

## Intake

We accept children from Reception through to Year 6.

Our current number on role is 122.

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 the batons of responsibility 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

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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 3/4).

- 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

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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.



## Wrap-around Care

We are pleased to be able to offer high quality wrap-around care to our families. Our Falcons club is situated on the school site. The breakfast club runs from 7.55am to 8.55am daily and the after school club from 3.15pm until 6.15pm. Children are given breakfast, or a light tea and are entertained with a variety of fun activities. More details and a booking form can be found on our website.

# Communication and partnership

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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 fortnightly newsletter 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. At the end of the year, parents receive their child's Annual Report, after which teachers are available for discussion with parents if required.
- We hold 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.

## 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 represents the Full Governing Body 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 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 using literacy skills to write a leaflet about the local environment using the geographical knowledge they gained. Our curriculum map for 2018-2022 was published in the Autumn Term 2018. These topic headings provide an overview of the curriculum map. The blue topics belong to KS2; the green are EYFS and KS1 topics; and any topics highlighted in yellow are whole school topics.

<b>Early Civilisation</b>	<b>Vikings</b>	<b>Frieth Local Area</b>
<b>Funny Bones</b>	<b>Up, Up and Away!</b>	<b>My School</b>
<b>Evolution/Earth</b>	<b>What is it like in the Amazon?</b>	<b>Greeks/Olympics</b>
<b>Capital!</b>		<b>Toy Story</b>
<b>Masterchef!</b>	<b>Romans</b>	<b>Victorians</b>
	<b>Let's Explore!</b>	<b>What a Wonderful World!</b>
<b>Is Climate Cool?</b>	<b>WWII</b>	<b>Egyptians</b>
	<b>Home, Sweet Home!</b>	<b>Kings and Queens</b>

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



# The National Curriculum

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 and the Oxford Diocese scheme of work. (A right to withdraw from all or any part of either religious education or worship exists.)

## 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 Education (SE) and Relationships Education (RE)

The teaching of PSHE and RE is a statutory part of the Primary Curriculum. We believe 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 fundamentally believes in letting children be children for as long as possible. There are experiences that children have in childhood, including play, which are extremely valuable in their all-round development. However, we also recognise the value of family learning and the importance of preparing children for the future. The homework we give out is carefully considered and is intended:

- To develop good habits for life, including daily reading.
- To involve parents/carers in their child's learning journey.
- To consolidate school learning in a fun, stress-free way.
- To engage families in fun projects which encourage discussion and joint activity.
- To encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own, thus preparing them for their secondary years.

Our homework policy provides further details to ensure that children and parents are aware of how homework is organised and managed at Frieth.

## 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, build independence and develop 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 journeys for learning. We also encourage the pupils to evaluate their own learning and set their own targets for improvement.

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 in class, 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 Year 1 are given a Phonics check in the summer term. Those not meeting the standard are tested again the following year.
- Year 4 children are given a statutory Multiplication Tables Check in the summer term.
- Children in Years 2 and 6 are involved in national Standard Assessment Tests (SATs).
- Children in Years 3, 4 and 5 take part in our own testing in English and Mathematics.

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

## Attainment and Progress 2019

### EYFS

Attainment GLD	2016			2017			2018			2019		
	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat
	75%	70%	69%	69%	74%	71%	75%	74%	72%	93%	74%	72%

### Yr 1 Phonics Screening

School 2016	National 2016	School 2017	National 2017	School 2018	National 2018	School 2019	National 2019
85%	81%	41%	81%	88%	82%	95%	82%

### KS1

Subject	% attaining	School	LA	National
Reading	Expected Standard	100%	78%	75%
	Greater Depth	39%	28%	25%
Writing	Expected Standard	83%	71%	69%
	Greater Depth	6%	15%	15%
Maths	Expected Standard	83%	76%	76%
	Greater Depth	22%	23%	22%



## KS2

## Reading Writing and Maths Combined

	School	LA	National
Expected Standard	94%	66%	65%
Higher Standard	6%	12%	10%

## Average scaled scores in reading and maths

Reading			Spelling Punctuation and Grammar			Maths		
School	LA	National	School	LA	National	School	LA	National
110	106	104	106	107	106	106	106	105

	Progress				
	2017	2018	2019	Floor	Coasting
English Reading	+4.5	+1.5	+2.7	-5	-2.5
Writing	+3.2	-0.1	-1.0	-7	-3.5
Mathematics	+0.5	-2.1	-1.7	-5	-2.5

Subject	% attaining	School Teacher Assessment	School Test	LA	National
Reading	Expected Standard	100%	94%	77%	73%
	Higher Standard	44%	39%	33%	28%
Writing	Expected Standard	100%		78%	78%
	Greater Depth	6%		18%	20%
Maths	Expected Standard	100%	100%	78%	79%
	Higher Standard	22%	17%	31%	24%

**Note 1:** Frieth is a small school and, as with all small schools where less than 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.

**Note 2:** Owing to the Covid-19 pandemic and subsequent closure of schools, the statutory assessments for 2020 did not take place. There is therefore no comparative data for the 2019-2020 academic year.

# Curriculum Support

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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 and Disabilities**

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 identified on the whole-class intervention provision map 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.
- 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 appropriate outside agencies, such as the Speech and Language Therapy Service, Occupational Therapy Service or Educational Psychologist. It may be recommended that the child proceeds to a full educational and medical assessment of their needs. If appropriate, the child may receive an Educational Health Care Plan (EHCP).

## **More Able Pupils**

We believe that every child should experience stretch and challenge. More able children are supported within the classroom through the provision of differentiated curriculum support. They are not only expected to learn and apply the knowledge basis of the curriculum, but to reason, justify and raise their own theoretical questions to develop their learning to a greater depth. We also provide children with additional experiences to extend their learning across all curriculum areas. We work to develop a 'Growth Mindset' in all our pupils, an important part of their development of a positive attitude to challenge throughout their time at our school.

# School dress code

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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

- 1-piece swim suit/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. shaved patterns, colour or excessive use of products. Hair fastenings should be school colours or hair colour and modest in size.

# Term and holiday dates 2020–2021

Term	Open on morning of	Close at end of afternoon of
Autumn	Thursday 3 <sup>rd</sup> September 2020	Thursday 22 <sup>nd</sup> October 2020
	Monday 2 <sup>nd</sup> November 2020	Friday 18 <sup>th</sup> December 2020
Spring	Tuesday 5 <sup>th</sup> January 2021	Friday 12 <sup>th</sup> February 2021
	Monday 22 <sup>nd</sup> February 2021	Friday 2 <sup>nd</sup> April 2021
Summer	Tuesday 19 <sup>th</sup> April 2021	Friday 28 <sup>th</sup> May 2021
	Monday 7 <sup>th</sup> June 2021	Wednesday 21 <sup>st</sup> July 2021

## Buckinghamshire and Additional School Inset Days:

Tuesday 1<sup>st</sup> September 2020; Wednesday 2<sup>nd</sup> September 2020; Friday 18<sup>th</sup> December 2020

Monday 4<sup>th</sup> January 2021; Friday 22<sup>nd</sup> May 2021



# OFSTED inspection

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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, personalised 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 Information

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## ADMISSIONS ARRANGEMENTS FOR SEPTEMBER 2021 - AUGUST 2022

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.*

There are 20 places (the published admission number) available in Reception, Year 1 and Year 2 in our school and 22 places in Years 3 – 6. Pupils are admitted provided there are places available in the relevant year group. Please see further details and our policy on our school website: [www.friethschool.co.uk](http://www.friethschool.co.uk). This policy will also detail our admission criteria.

The Governing Body of the school, not Buckinghamshire Council, is responsible for deciding on admissions to the school, but works closely with the council, who co-ordinate our admissions to Reception and Year 3 classes in September. **Parents wishing to apply for the Reception [Foundation] Year or Year 3 in September must complete the common application form provided by the local authority/council in whose area the parents live at the time of the application.** Further details can be found on the Buckinghamshire website at [www.buckinghamshire.gov.uk](http://www.buckinghamshire.gov.uk) under 'School Admissions'.

For children who have already started school, we manage our own admissions. Applications should be made directly to the school on a form available from the school office or from our website. The school reserves the right to ask for documentary evidence, including birth certificates and proof of address, when offering places.

The school holds its own waiting lists for each year group. If there is a vacancy, the child on the relevant waiting list who is classed as the highest priority according to our over-subscription criteria (see policy) will be offered a place. No account is taken of length of time on a waiting list. The school periodically seeks confirmation that parents wish their child to remain on the waiting list.

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 and evidence sought, including from relevant professionals, that the placement would be in the child's best interests. It is recommended that parents discuss their wishes with the head teacher in advance of applying for a place.

The school participates in Buckinghamshire Local Authority's Fair Access Protocol. Children qualifying under the Fair Access Protocol may be offered a place even if there are no places available in the relevant year group and also take priority for admission over any child on the waiting list.

There are established arrangements for appeals against non-admission. Details are available from the school, including the date by which an appeal should be submitted.

## Charging and Remissions

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 aim is to keep financial contributions to a reasonable minimum and to ensure 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.*

## Anti-bullying and Race Equality Policies

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

## 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 on our website.

# Safeguarding statement

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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 2020" we have a Designated Lead for Child Protection, Mrs Tina Nowell (headteacher) and two Deputy Designated Leads 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 if we consider a child may be at risk. On very rare occasions Social Care, whilst undertaking an investigation under S47 of the Children Act 1989, may wish to speak to a child without parents' knowledge.

Our Safeguarding Policy is available on our website.





*Developing potential without limitations*



## Contact

**Frieth CEC School**

Frieth  
Henley-on-Thames  
Oxfordshire  
RG9 6PR

**Tel: 01494 881554**

**E-mail: [office@friethschool.co.uk](mailto:office@friethschool.co.uk)**

**[www.friethschool.co.uk](http://www.friethschool.co.uk)**