

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

**‘IT TAKES A WHOLE  
VILLAGE TO BRING UP A  
CHILD’**

ANCIENT AFRICAN PROVERB

The background is a light blue gradient with several realistic water bubbles of various sizes scattered across the top and bottom edges. The bubbles have highlights and shadows, giving them a three-dimensional appearance.

# **Frieth Church of England Combined**

## **A Year to Celebrate!**

# OVERALL EFFECTIVENESS OF THE SCHOOL

- BEHAVIOUR, IS OUTSTANDING AND PUPILS AND THE WHOLE SCHOOL ARE TO BE CONGRATULATED ON THE EXEMPLARY ATTITUDES OF THE PUPILS
- PUPIL ACHIEVEMENT IS GOOD, BUT NEEDS TO BE BETTER IN EY/FS TO BECOME EVEN BETTER. ACHIEVEMENT GATHERS SPEED AS PUPILS MOVE THROUGH THE SCHOOL, BASED ON GOOD FOUNDATIONS IN KEY STAGE 1
- THE REVIEWER AGREES THAT TEACHING IS GOOD OVERALL WITH OUTSTANDING FEATURES AS DESCRIBED.
- THE LEADERSHIP OF THE HEADTEACHER IS BRINGING ABOUT RAPID IMPROVEMENT

# STUDENT ACHIEVEMENT

**'OVERALL ACHIEVEMENT IS GOOD, WITH IT BEING OUTSTANDING AT THE END OF KS2'**

- '...PUPIL ORGANISATION ACCORDING TO 'AGE AND STAGE' IS NEW, BUT ALREADY THE INDICATIONS ARE THAT THIS IS WORKING WELL, AND PUPILS ARE MAKING PROGRESS AT THE RIGHT LEVEL OR HIGHER'
- 'KS1 RESULTS SHOW THAT...THE SCHOOL WAS IN LINE WITH NATIONAL EXPECTATIONS FOR L2+ AND ABOVE THE NATIONAL EXPECTATIONS FOR L3+'
- 'IN KEY STAGE 2, THE SCHOOL IS ABOVE NATIONAL AVERAGES AT L4+ AND WELL ABOVE IN L5+'
- "...PROGRESS ACROSS THE TWO KEY STAGES IS HIGH.'
- 'MORE ABLE PUPILS ARE BEING CHALLENGED AND STRETCHED'

# STUDENT ACHIEVEMENT

## EYFS

**‘TEACHING IN EYFS IS WELL MATCHED TO THE CHILDREN’S LEVEL OF ATTAINMENT. LEARNING IS EFFECTIVELY MANAGED, AND THERE IS SUITABLE SUPPORT FROM THE HEADTEACHER AND MENTOR.’**

‘EYFS PUPILS ARE MAKING AT LEAST SATISFACTORY PROGRESS IN ACHIEVING GLDS, HOWEVER THE HEADTEACHER HAS IDENTIFIED EYFS AS A PRIORITY AREA FOR FURTHER DEVELOPMENT’

‘GIVEN THAT PUPIL NUMBERS IN THE SCHOOL ARE VERY SMALL, COMPARISONS WITH NATIONAL AVERAGES OR EXPECTATIONS SHOULD TAKE ACCOUNT OF THIS FACTOR.’

# WHAT ARE WE DOING?

- WE HAVE MADE CHANGES TO THE PROVISION IN TERMS OF ACTIVITIES AND THE WAY THE DAY IS ORGANISED.
- WE ARE WORKING CLOSELY WITH AN EXPERT CONSULTANT FROM THE BUCKINGHAMSHIRE LEARNING TRUST TO SUPPORT THE DEVELOPMENT OF THE EYFS
- WE ARE LIAISING WITH OTHER OUTSTANDING EYFS PROVIDERS TO ENHANCE OUR OWN PROVISION
- WE ARE ACCESSING ALL THE RELEVANT AND UP-TO-DATE TRAINING TO HELP US ACHIEVE OUR GOALS
- WE ARE CLOSELY MONITORING PUPIL ASSESSMENT AND PROGRESS IN EYFS
- WE HAVE ASKED TO BE MODERATED BY THE LOCAL AUTHORITY TO VALIDATE OUR ASSESSMENT AND PROGRESS.

# QUALITY OF TEACHING

**'THE REVIEWER CONCURS WITH THE SCHOOLS' EVALUATION, THAT TEACHING IS GOOD OVERALL, BUT WITH OUTSTANDING FEATURES'**

- 'TEACHING IS CLOSELY MONITORED BY THE HEADTEACHER AND THE SENIOR MANAGEMENT TEAM. THEY ARE EXPERT AND CONFIDENT, AS WELL AS SUPPORTIVE OF OTHER STAFF.'
- 'RECORDS ARE MAINTAINED OF MONITORING VISITS AND REVIEWS OF PUPILS WORK BOOKS'
- 'MARKING IS CONSISTENT AND HELPFUL AND ADVICE FROM TEACHERS IS USED TO INFORM PERSONAL TARGETS AND CONTRIBUTE TO IMPROVING FOR THE NEXT PIECE OF WORK'
- 'PUPILS FEEL THEIR TEACHERS HELP THEM TO LEARN AND IMPROVE, PARENTS ARE GENERALLY PLEASED WITH THEIR CHILDREN'S PROGRESS'
- 'PARENTS CONCERN THAT THEIR CHILDREN WOULD NOT MAKE ENOUGH PROGRESS IN THE NEW GROUPS WAS NOT SUBSTANTIATED, AND ACHIEVEMENT AT THE END OF KEY STAGE 2 IS OUTSTANDING'

**Our teaching was described as...**

**Exciting!**

**Skilled**

**Effectively  
managed!**

**INSPIRATIONAL**

**Well  
matched!**

**Challenging**



# BEHAVIOUR AND SAFETY

**‘THE REVIEWER CONFIRMS THAT BEHAVIOUR AND ATTITUDES ARE OUTSTANDING’**

- ‘THE SCHOOL HAS A STRONG ETHOS OF CARING AND SHARING, WITH BEING PART OF A TEAM AS A STRONG FEATURE...’
- ‘THE WORK IN PAIRS AND GROUPS IS AN OUTSTANDING FEATURE OF THE SCHOOL’
- ‘PUPILS ARE EXCEPTIONALLY MATURE AND ARTICULATE WHEN EXPLAINING THEIR VIEWS ABOUT BEING A PUPIL AT FRIETH. THEY FEEL SAFE, KNOW WHAT TO DO IF THERE IS A PROBLEM, AND WANT TO HELP EACH OTHER.’
- ‘THE SCHOOL COUNCIL IS A VERY STRONG FEATURE OF THIS SCHOOL. THEY ACT MATURELY AND RESPONSIBLY, ARE ASTONISHINGLY ARTICULATE, THOUGHTFUL AND REFLECTIVE.’

# LEADERSHIP AND MANAGEMENT

**“THE SENSE OF ‘TEAM’ AND SHARED PURPOSE IS PALPABLE, SHE HAS RAISED THE BAR AND IS SET ON THE SCHOOL BEING OUTSTANDING IN EVERY WAY” – BLT REPORT**

**“THE LEADERSHIP AND MANAGEMENT ARE OUTSTANDING, AND RAPIDLY TAKING THE SCHOOL FORWARD” – BLT REPORT**

**“THE PEOPLE WHO MAKE A DIFFERENCE ARE THE LEADERS, MORE AUTONOMY MEANS THEY CAN GET ON AND MAKE BETTER SCHOOLS, BUT IF YOU’VE GOT POOR LEADERSHIP, IT DOESN’T WORK. IT COMES DOWN TO LEADERS.” - SIR MICHAEL WILSHAW, HEAD OF OFSTED**

**“LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER.” – JOHN FITZGERALD KENNEDY**

# IT REPLACEMENT PROJECT

- OUT OF DATE, LARGELY IRRELEVANT, FALLING TO PIECES
- NEW INTEGRATED IT LEARNING PLATFORM PLANNED FOR THIS YEAR
- LAPTOP, TABLET, SMART BOARD MIX IN SECURE WIFI ENVIRONMENT
- MORE AVAILABLE, MORE CONNECTED AND MORE RELEVANT
- TEACHES 21<sup>ST</sup> CENTURY IT SKILLS AND ASSISTS ALL LEARNING

# 3 LEGGED STOOL



# FRIETH SCHOOL VOLUNTARY CONTRIBUTION SCHEME

- TARGET £30,000 IN 2015
- FOR NEW IT KIT, MUSIC ROOM/LIBRARY & EXTRA TEACHING RESOURCES
- GIVING OUR CHILDREN MORE CHANCES AND MORE CHOICES



THANK YOU, THANK YOU!

TO ALL WHO ALREADY CONTRIBUTE.  
BUT ONLY ABOUT 10% OF FAMILIES DO!



# HOW CAN YOU HELP?



- SINGLE LUMP SUMS ARE ALWAYS WELCOMED!
- BUT MONTHLY DONATIONS ENABLE THE SCHOOL TO PLAN
- JUST £5 A WEEK WOULD MAKE A HUGE DIFFERENCE
- THE DIFFERENCE BETWEEN OUR CHILDREN HAVING A GOOD CHANCE AND A BETTER CHANCE
- PLEASE GIVE WHAT YOU CAN

# Happy 150<sup>th</sup> Birthday Frieth CEC School



*Let's celebrate*





Oliver



School grounds



Commemorative sculpture



Old school reunion



History of Frieth Exhibition



Tea party



Summer Queen



*Over to  
you*

*What are your ideas?*