

Princess Frederica

Parent update May 2024

Our schools' visions

Princess Frederica's Vision 'Belonging, learning and growth for life in all its fullness' Princess Frederica exists to:

- Nurture social, emotional, spiritual and educational growth in all our children
- Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum
- Create a positive impact on our local and global community and environment
- Nurture friendship, kindness and respect

Look up!
Challenge
yourselves



Improving the school environment

- Thank you to the PSA for refurbishing classrooms - they are now decorated and carpeted
- School improvement advisors, who regularly visit the school, have noticed the transformation: ***‘The money spent has made a profound, demonstrable difference to the quality of classroom learning environments’***











Ofsted outcomes - strengths

- The school is a **joyful place** where children flourish. Pupils are overwhelmingly happy and safe at school. They know that their friends and **trusted adults** will look after them here.
- The school is ambitious for all its pupils. This ambition is realised through a **well- designed curriculum** and an extensive extra-curricular offer.
- Provision for pupils with **special educational needs** and/or disabilities (SEND) is well thought through.
- The school priorities **reading**.
- **Assessment systems** are highly effective in phonics

What the school does well - curriculum

The school has designed an ambitious, broad and engaging curriculum. This enables pupils to build up knowledge and skills securely over time, starting in the early years. For example, children in Reception learn about old and new toys. This helps them to understand that things were different in the past. Older pupils build on this historical understanding as they learn increasingly complex concepts, such as settlement, trade and power.

In many subjects, the curriculum is extremely detailed. It provides teachers with the information they need to deliver the aims of the curriculum effectively. For instance, pupils build very strong knowledge and skills in music. Children learn notation from early years. Pupils learn a variety of instruments and perform in choirs, ensembles and an orchestra. In a few subjects, the school's curricular thinking does not identify the precise knowledge and skills pupils need to learn. This limits pupils' deeper understanding over time.

What the school does well - assessment & SEND

Teachers use assessment well to identify any gaps in learning. The school thinks carefully about how to develop pupils' subject-specific skills. For example, in computing, Year 6 pupils programmed a game to help pupils in Year 1 with their mouse control skills.

The school identifies pupils with SEND quickly. Support for these pupils is timely and effective. Adults are proactive in intervening in lessons to ensure pupils' understanding. Work given is supplemented by helpful resources. In this way, pupils with SEND access learning and achieve well.

reading

The school prioritises reading. From the Nursery class upwards, books are celebrated regularly. Every class visits the well-appointed library once per week, ably aided by the pupil librarians. Phonics lessons are delivered with great skill. Pupils focus wholeheartedly in these lessons. Assessment systems are highly effective. This means that any pupils in danger of falling behind get timely help to keep up. Staff are skilled at ensuring that pupils read books closely matched to phonic sounds that they know. This helps the school meet its ambition that all children will become confident, fluent readers.

Behaviour and school 'habits'

Pupils engage well in their lessons. The school promotes a range of 'habits' that are conducive to learning. Pupils respond to these positively. Routines are well established in most classes. There are equally clear expectations for how pupils should behave around the school. However, on occasion, these expectations are not shared consistently by staff. This results in some less orderly behaviour. The school makes sure pupils have regular attendance. Leaders monitor any pupils' attendance that is low and have clear strategies to support them.

Personal development

The school develops pupils' personal development well. Pupils have an excellent understanding of diversity. They use words such as 'discrimination' and 'homophobia' accurately when talking about equality. Pupils appreciate the lessons and assemblies they have on such important issues as anti-bullying, racism and online safety. The personal, social and health education (PSHE) curriculum teaches pupils to navigate friendships in a mature and sensitive way.

Staff are overwhelmingly positive about working here. They say colleagues are really supportive and look out for each other. Staff get the training and support they need to do their jobs well.

safeguarding

The arrangements for safeguarding are effective.


The school's curriculum for PSHE has a strong focus on keeping safe. For example, pupils are able to talk at length, and in a mature and nuanced way, about forming healthy relationships. The school is clear on local risks and provides ample guidance around staying safe online. Staff have a strong understanding of safeguarding. They say the training they receive is extremely helpful. There is strong provision for pupils' well-being and mental health. However, the actions taken following concerns being reported are not always recorded systematically. Moreover, systems for checking how comprehensively cases are documented are not robust. This could make it difficult to track a case and determine whether concerns have been resolved.

What the school needs to do improve

- In a few subjects, the school does not identify the key content that pupils need to learn. This means that pupils do not build their knowledge and understanding deeply over time. The school should make sure that curricular thinking in all subjects identifies what pupils need to know precisely.
- There are occasions when strategies to regulate pupils' behaviour, particularly at transition times and lunchtimes, are not used consistently. When this is the case, pupils' behaviour is less orderly. The school should ensure that all staff apply the behaviour policy consistently both in lessons and around the school.

What next?

We will continue to build towards an outstanding school

- We continue working together for the benefit of all the 800 children in our schools **partnership**
 - We have already addressed the **safeguarding** concerns around record keeping
 - Ms Christopher is now Designated Safeguarding lead and can devote time to improving systems and record keeping
 - **Curriculum development** - identify precise knowledge & skills pupils need to learn in:
 - Art & Design
 - Engineering/Design technology
 - **Play**
 - Ensure children have productive, happy playtimes (OPAL play, improve playground provision & landscaping)
 - **Behaviour**
 - Share expectations around behaviour (and habits) so they are consistently applied by all staff.
 - **Staff development**
 - A more tailor-made approach through Instructional coaching
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Home learning

Maths

We have made a decision not to renew the school's subscription to Mathletics. There are a number of reasons for this:

- Feedback from parents
- A reluctance to promote children spending more time on screens.
- General view that the impact of homework on a child's attainment is minimal
- More time to focus on learning the Kirfs which are sent home each half term.
- More time to focus on reading at home which is the single best thing a parent can do with a child everyday.

Projects



What	How often	FS expectation	KS1 expectation	KS2 expectation
Reading	Daily	15 minutes sharing a book with an adult	15 minutes reading with an adult	20 minutes reading with an adult and at least 10 minutes independently.
Maths – mental recall	Daily		10 minutes learning facts and recalling them using half termly KIRFs e.g playing games with number cards, mini tests	
Spelling (weekly list)	Daily	5 minutes reading flash cards	10 minutes – using strategies taught in class.	
Knowledge Organisers	ongoing	n/a	review key material for foundation subjects.	

'Belonging, learning and growth for life in all its fullness'



About us

The best schools provide inspiring environments that nurture social, emotional, spiritual and educational growth. Princess Frederica, or Freds as we are affectionately known, provides all of this and more.

Whoever they are, or who they want to be, Fred's imparts the gifts of self-confidence, determination and curiosity to our students with a rich and ambitious curriculum.

We want our students to create a positive impact on our local and global community and environment; and to nurture our values of friendship, kindness and respect.

We are proud to be part of a diverse community and are dedicated to serving local families; welcoming people of all faiths and backgrounds.

Any questions?

