

Freds parent briefing



We are...



LifeFull
Schools

John 10:10

**“I have come that they may
have life, and have it to the full”**

This is why we exist...



BELONG - Everyone included, everyone welcome.

LEARN - Love to learn, gain knowledge.

GROW - Grow spiritually, in confidence and courage.

Life
In
Fullness
Ethos

Introductions

- Sarah Bouette - executive headteacher
- Charlotte Fautley - new head of school
- Nicola Christopher - deputy head - phased return after half term
- Holly Skilton - SENCO returning after Easter

Agenda

- First observations & priorities - Charlotte
- PF communications between school and parents - Charlotte
- Short items: book week, residentials, mixing classes
- Artful Ambitions project - Sarah
- SEND update & it's good to be me week- Sarah
- ABC fund- Emotional support for pupils - Sarah
- Any questions

First observations and priorities

- A fantastic, supportive parent community.
- Pupils who are eager to learn and passionate about school.
- A well-planned and engaging curriculum with clear progression across year groups.
- A staff team with many strengths and potential for further development.
- A strong passion for the arts throughout the school.
- Excellent class assemblies that effectively showcase pupils' learning.
- An effective PSA team that provides valuable support to the school
- Exciting trips and opportunities for learning outside the classroom



Initial actions taken

- Listened to parents and pupils regarding school lunches and made changes to lunchtime order- there will be further improvements
- Implemented the school communications policy
- Worked carefully with SEND parent group and Ms Keane to develop the understanding and highlight the importance of SEND, including:

Good to be me week

Workshops for staff and pupils

School video promoting SEND

- New newsletter format celebrating learning across the school as well as giving important updates

What next - as an organisation we continually strive to make improvements.

1. Vision and Ethos

Ensure that the school's vision and ethos are fully understood, embraced, and lived by all pupils and staff, creating a consistent sense of purpose and shared direction across the community.

Continue to bring pupils together for worship and assemblies. Celebrate achievements through school newsletter.

2. Belonging and Inclusion

Continue to develop and embed a strong sense of belonging for all members of the school community, recognising that inclusion and community cohesion are ongoing areas of learning and growth.

Continue to develop awareness and understanding of SEND within our school community, and further strengthen classroom practice and targeted interventions to support these pupils effectively. Implement inclusive strategies during break times to ensure all pupils feel included and supported, for example through initiatives such as a friendship bench. Build on the strong relationship between school and home by creating additional opportunities to welcome parents into the classroom and further bridge the gap between home and school.

3. Early Reading and Phonics

Embed the new phonics and early reading curriculum effectively, ensuring that all pupils develop secure early reading skills and a lifelong love of reading.

Maintain reading as a whole-school priority. Promote and celebrate a love of reading through engaging events, inviting reading environments, and consistent daily exposure to high-quality texts.

Continue to offer phonics & reading workshops for parents and carers to support learning at home.

Maintain small-group reading and phonics interventions, with careful monitoring of pupils' progress to ensure impact.

4. Writing Curriculum

Implement the government's *Writing Framework 2025*, ensuring consistency, high expectations, and excellent progress in writing across all year groups.

Provide pupils with exciting and meaningful opportunities to write linked to their reading.

Plan and deliver targeted interventions and writing conferences that give pupils regular opportunities to edit and redraft their work, while continuing to strengthen foundational skills.

5. Creative Curriculum – Art

Enhance the art curriculum and the wider creative offer, ensuring pupils experience a rich and inspiring range of artistic opportunities.
Continue to prioritise art, fostering a love of the subject while developing and refining pupils' skills.
Expose pupils to a diverse range of artists and artistic styles to broaden their understanding and appreciation.
Celebrate art through engaging displays and opportunities for parents to share in and enjoy pupils' work.

6. STEM Curriculum – Engineering and Design

Plan and implement a new engineering (Design & Technology) curriculum that develops pupils' creativity, problem-solving, and practical application of STEM skills.

Review the Science and Design & Technology curriculum to identify meaningful opportunities to apply these skills, including links with Maths where appropriate.

Celebrate the achievements of famous engineers, past and present, to inspire pupils.

Build connections with external agencies and invite STEM professionals into school to raise pupils' awareness of, and aspirations for, careers in these fields

7. Teaching and Learning Excellence

Develop teacher expertise to ensure all pupils experience high-quality learning in every classroom, grounded in evidence-informed practice.
Continue working in partnership with our federation schools and with curriculum leaders, Ms Spence and Ms Brierley, to enhance teaching and learning across the school using Rosenshine's Principles of Instruction.

Ensure all lessons include appropriate adaptations to support every pupil, including opportunities for extension and deeper learning.

Monitor pupils' achievements and progress, and support planning for next steps through high-quality teaching and targeted small-group interventions.

Implement a range of strategies to engage and support all learners, ensuring that foundational skills are fully embedded.

To extend pupils learning through marking and feedback.

8. Leadership Development and Succession Planning

Provide targeted professional development for curriculum leaders to strengthen leadership capacity, deepen subject expertise, and support effective succession planning.

To empower and give confidence to subject leads through training, coaching and shadowing

9. Learning Environment and Space Utilisation

Plan strategically for the use of additional spaces within the school to enhance learning, promote collaboration, and support the school's evolving curriculum needs.

Plan for a new sensory room where pupils can regulate, along with additional small group rooms where focused groups can take place along with small group interventions

Communications between home and school

- We believe that strong, positive communication between home and school helps everyone to work together and is in the best interests of the children
- Following parent feedback, the new school comms policy has been developed.
- This now means that parents can have direct communication with their child's class teacher rather than being redirected by the office
- The protocol developed is shared expectations ensures communication is effective, respectful and manageable for both parents and children

Key takeaways from the policy

- Communication can still be face to face- we welcome conversations in person and would recommend emails are used for non-urgent matters such as questions about learning and routines
- Please look at the list of contacts of who to contact for different queries
- For class matters, begin with the class teacher before escalating or referring matters to a senior leader:

Ms Christopher, Ms Fautley, Ms Bouette & Ms Skilton

- Emails will be responded to within 48 hours sitting working days
- Sometimes a conversation in person or phone call better to resolve a concern or query that is sensitive or complex in nature so teachers may contact you to arrange a meeting

Reminders and updates

1. Book Week

- Dates: **2nd March – 6th March**
- **World Book Day:** Thursday, 5th March – celebrations and activities planned across all classes.

2. Residential Trips – Risk Assessment & Safety

- The **risk assessment** has been updated with further details to ensure student safety.
- **Medical forms** have been completed by all parents, including:
 - Any medical conditions
 - Required medicines
 - Emergency contact details

3. Mixing Classes

- Some parents have raised questions regarding mixing classes at the end of each year.

Updates - school meals

- Children have raised concerns about the quality and quantity of food - governors, parents and leaders agree
- We receive £2.60 a plate from the DFE for KS1 and £3.00 from the mayor.
- Average daily take up of meals which is around 335 pupils
- We've recently commissioned an 20 extra plates per day to ensure everyone has enough food
- A meal costs about £3.50 to make
- We need more certainty and predictability to run the meals business
- Parents please sign up for the meals - then we can make better meals - it costs you nothing.
- If children need to supplement their school lunch with a packed lunch, we are very happy to support that
- It is not manageable for parents to swap meals on a daily basis
- We are working on making big changes in the background - and are setting up a school meal contract which means:
 - We will have nutritionists experienced at working with schools to create balanced, healthy, meals.
 - All produce will be organic. All allergens and religious options will be addressed.
 - There will be more choice
 - A 3 week menu rotation
 - A trained Chef running the kitchen
 - There will be resilience in the system. If things go wrong we have backup
 - We are aiming to set up the contract for the summer term - it's a huge contract £400,000 shared between the 3 schools

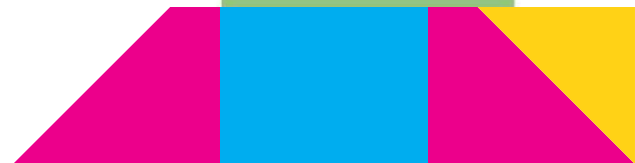
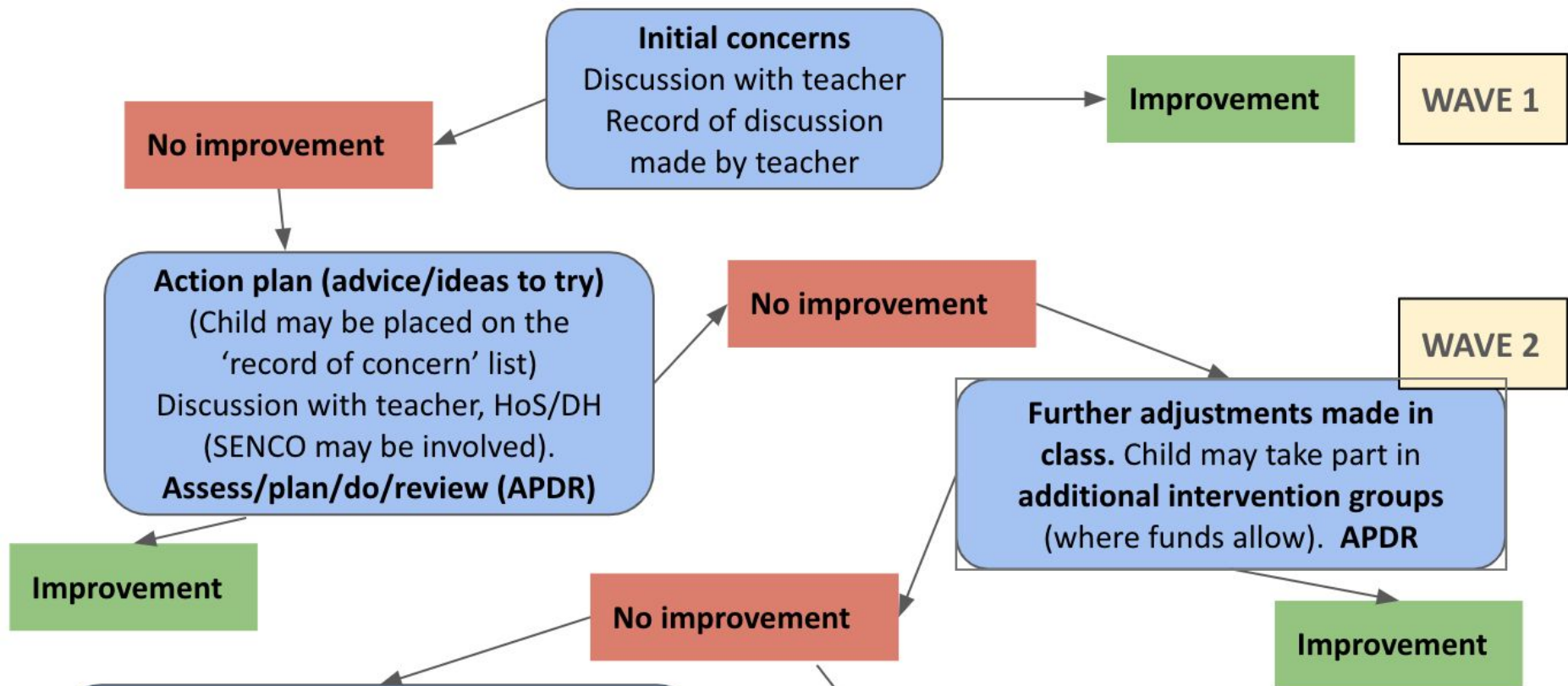
SEND Progress so far - Sarah

- Staff training on ASD & ADHD - more to come
- Parent workshop on ADHD
- It's good to be me week to raise awareness of neurodiversity and hidden disabilities
- ABC campaign to raise funds for more emotional literacy support (ELSA)
- Communication between staff, SENCO and parents



SEND - Sarah

- We all want the best **support for our children**, and any concerns will be listened to and acted on quickly.
- Your child's **class teacher** is the first point of contact – they know your child best and can provide immediate support. They will complete a **record of concern form** when you meet them.
- The **deputy and head of school** coordinate interventions and referrals to outside agencies and the ELSA
- Our **SENCO** coordinates support for pupils with more complex needs, including managing Education, Health and Care Plans (EHCPs).



Improvement

No improvement

Improvement

Further investigations into identifying issues/needs

This may involve further observations assessments, discussions. The SENCO may be involved and in contact with parents.

Child may be placed on the SEND register 'SEN support' with parental consent. ISP (individual support plan) written - parents involved in process. This will involve provision which is additional to and different from other children in class. **APDR**

WAV

No improvement

Improvement

Referral to outside agencies for advice. Further assessment may be needed (with parental consent). Raised at consultation meeting with other professionals. (May include: educational psychologist, learning support service, occupational therapist, physiotherapy, speech and language therapist, mental health practitioner, physical impairment medical support team, autism &

Referral to outside agencies for advice. Further assessment may be needed (with parental consent). Raised at consultation meeting with other professionals. (May include: educational psychologist, learning support service, occupational therapist, physiotherapy, speech and language therapist, mental health practitioner, physical impairment medical support team, autism & communication team, hearing/visual support services.)

Child concerned will continue with an ISP (including any agency recommendations). APDR

Improvement

No improvement

Additional funding may be required for complex high levels of needs ie high level of additional adult support & individualised curriculum to enable the child to access the curriculum. Provision requires significant additional costs. Funding can only be accessed through the local authority in the form of an EHCP

EHCP (Education Health Care Plan)

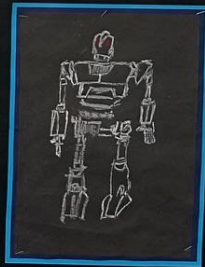
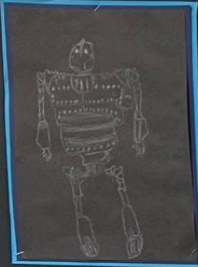
Very complex needs. Education, health and social care and local authority agencies work together with parents to meet the needs of the child.

Assess/plan/do/review (APDR)

Artful Ambitions - What's happened so far? - Sarah

- Art CPD for teachers by a specialist art teacher - Jessica Richardson
- Coaching and support for teachers in class starts after half term
- Investment in high quality resources - paint, brushes, pastels, paper
- PSA to support an Artful Ambitions week and the creation of an art & design room
- We are looking for parents who might be interested in helping during Artful Ambitions week w/c 22nd June

Artful Ambitions



What is the ABC fund? Sarah

The ABC fund is a charitable fund run by the LifeFull governors who are the trustees.

The ABC fund is administered by the head of school and executive headteacher and they are accountable to the trustees and the parents.

The fund is strictly for the benefit of children at Princess Frederica - it cannot be used by the federation. This is written into the ABC fund policy

Last year parents contributed £55,000 and this was used for:

- Building Maintenance contribution of £10K
- Music and PE teachers and some music tuition



Emotional Literacy Support (ELSA)

We want to embed whole-school emotional literacy support, giving every child access to safe, trusted space to talk. Every child will need a listening ear at some point.

Emotional literacy support helps:

- Create calmer, more focused classrooms
- Build resilience and confidence
- Support teachers and families
- Improve outcomes for the whole school community

Governors must seek parent approval to spend ABC money on an ELSA



- ✔ £800 more per month
- ✔ That's 20 families giving £40/month
- ✔ Or 80 families giving £10/month
- ✔ Any combination gets us there!

SUGGESTED DONATION
PER CHILD £20/MONTH
(Parents who are able
to give more are warmly
encouraged!)



Your questions or comments?

