

Freds parent briefing



LifeFull Schools

We are...

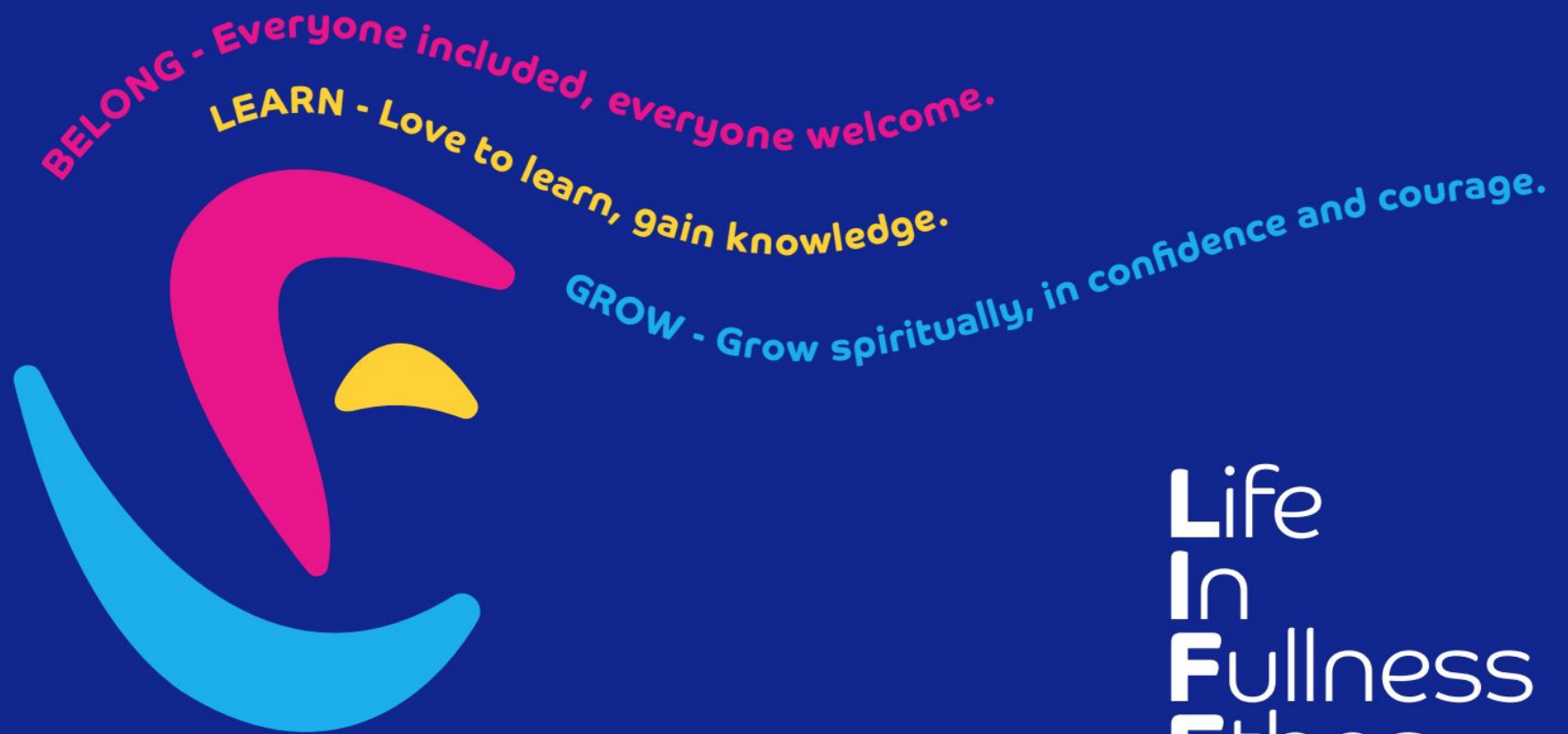


LifeFull
Schools

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.

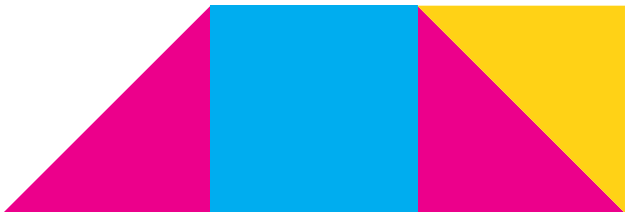
Life
In
Fullness
Ethos

Introductions

- Sarah Bouette - executive headteacher
- Charlotte Fautley - head of school
- Rebecca Brierley - director of school improvement
- Nicola Christopher - deputy head

Apologies

- Jayne Andrews - acting head of school starts 1st Sept
- Holly Skilton



Jayne Andrews- Interim Head of School



I am delighted to be joining Princess Frederica CE Primary School as Interim Head of School from September 2026. With over 20 years' experience in primary education, including as an experienced SENCO, I am passionate about creating an inclusive and nurturing environment where every child can flourish. Music is a particular passion of mine, and I believe it plays an important role in developing confidence, creativity and a love of learning. I look forward to working in partnership with staff, pupils and families to ensure every child feels valued, supported and inspired to achieve their very best.

Aims for today

- Address misconceptions that have been circulating
- Address NEU industrial action
- Address parent surveys
- Take questions



Setting the scene

- **Best position the school has ever been in** - aiming for strong judgements in Ofsted
- **Ambitious vision** – striving for excellence.
- **Teaching continues to improve** - pedagogical practice of teachers is now far more consistent across classes than before.
- **Continuous improvement** driven by research and best practice.
- **Change has been challenging** for some staff.
- **Workload is a priority** – improving efficiency wherever possible.

The NEU Playbook

The Times

*“the **National Education Union (NEU)** is utilizing a new "playbook" of local strikes and relentless campaigns that have increasingly targeted head teachers.”*

The Times Educational Supplement

Negotiations come amid growing industrial action by the teaching union, with school leaders tell using TES that disputes have left them feeling ‘distressed’ and ‘exploited’.

ACAS negotiations - the details are confidential

The dispute between staff and leaders has not been helped by the national funding crisis. Schools have limited resources and governors have to make difficult choices.

Topics covered:

- The LDBS model pay policy
- HLTAs
- SEND interventions
- PPA time
- Well-being days
- PE and music
- Moving forward working together

The school already complies with statutory requirements and the School Teachers Pay and Conditions Document and LDBS policies

The proposed strikes are next Tuesday and Wednesday. Staff will vote to strike on Monday evening despite requests from leaders to hold a vote this week. The school will notify parents asap.

Addressing misconceptions

- We are all part of the federation
 - Offers career opportunities, CPD, subject expertise for staff
 - Enables 3 schools to share expertise, resources and workload
 - A shared governing board - many board members are from Freds:
 - Emma Williams
 - Leandros Taliotis
 - Zoe Miller
 - Rev Dave
 - Dan Brandt
 - Natasha Porter
- Leaders' & governors' motivation is to serve the children and families in our schools so they have an excellent start in life.

More misconceptions addressed

- No one is losing their job
- Miss Bouette and other leaders give most of their time to Princess Frederica - because that is where the need is.
- Money is not top sliced for the federation - we are not an academy trust.
- There is no central federation funding pot.
- The school's accounts are publicly available the same as any Brent School.
- The water in the school has always been safe and is now safer than ever.
- Trips continue as normal.
- School residential viability are constrained by funding and staff availability.
- All three schools participated in a branding exercise when they federated (Twyford did something similar) on the advice of the LDBS.
- The minibus was sold because it was becoming too expensive to fix.

Fundraising

- **ABC fund** - Achievement Beyond the Classroom - raises around £40-50,000 for LDBS building maintenance fund & music/PE tuition
- **PSA funds** are separate and run through The Princess Frederica PSA charity - one off projects, book/art week, subsidises trips/visits
- The other schools have their own charities. Nothing is cross funded between the schools

School funding

Freds Total income: £3,365,549

of which LA passported funding: £ 2,772,936,

Pupil Premium £58,000, & other income £582,113 (meals, trips, clubs, music tuition)

Within the LA funding - SEN funding = £421,634

Planned reserves £41,890 for 2026-27 (this creates a cash flow risk)

School Finances are published on the [gov.uk](https://www.gov.uk) website

Expenditure

Expenditure on staffing:

teachers £1,568,879

Support staff £777,672

£347,488 (supply, office, leaders, music tuition) = £2,694,039

80% of the budget is spent on staffing

Most schools spend 70-75%. 80% carries risk eg there is less money for building improvements.



Celebrate

- Data- next pages
- Writing outcomes across the school
 - Home grown writers 90% got the expected standard at KS2:

Extracts from visiting advisor report:

The focus on handwriting is paying off handsomely. Standards have improved significantly across the school. By Year 6 the vast majority of pupils have neatly formed, attractive, cursive handwriting.

Overall: a positive story of improvement that can be built on going forward. Mark Hartley, advisor

- Parent survey data:
 - On following pages
- Quality of the provision of arts across the school - art week, outcomes and CPD for staff, music
- OPAL Play - Platinum award (top 2% of schools)

Comparisons with national data

2025 data and 3 year trends	Freds in 2025	Freds in 2026
Combined KS2 reading/writing/ maths	Sig above 3 years PP - average HAs - sig above 2025	
Reading KS2	Sig above 3 years PP - sig above 2025 HAs - above 2025	
Writing KS2 teacher assessment	Sig above 3 years PP - above 2025 HAs - sig above 2025	82% working at expected standard 25% greater depth 90% of home-grown pupils met the expected standard
Mathematics KS2	Sig above 3 years PP - average 2025 HAs - average 2025	

Comparisons with national data continued

2025 data and 3 year trends	Freds in 2025	Freds in 2026
Y4 MTC Multiplication check	Sig above 2 years	20.6 - inline with national but should be better
phonics	Close to av 2025 - 77%	2026 - 95%
EYFS	GLD 53%	2026 - 71%

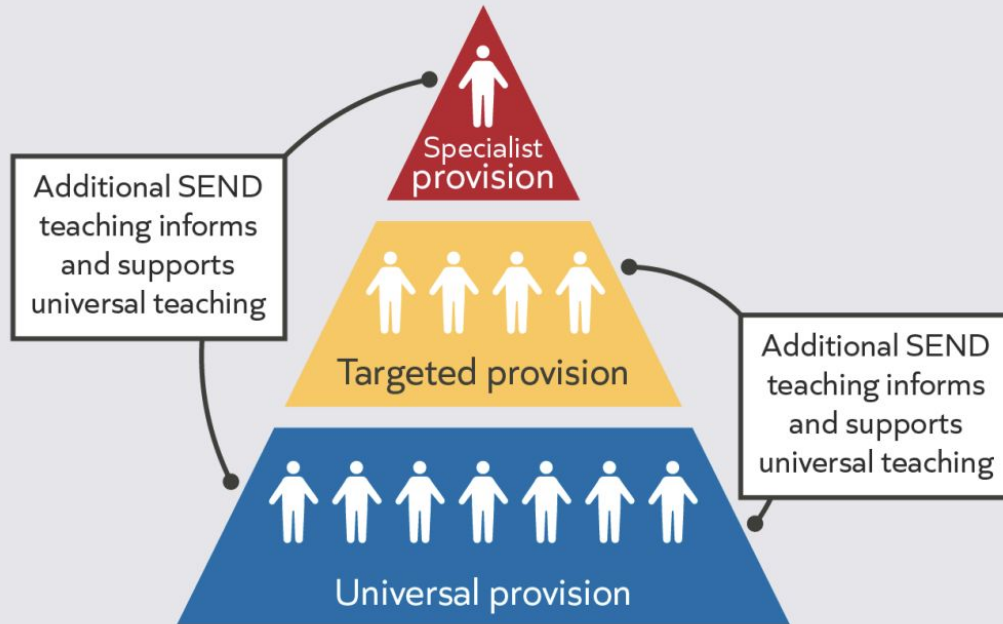
SEND

We all agree that provision for SEND pupils in mainstream schools is not as effective as we would like it to be - this is a national view and challenge shared across schools.

We all want the best for all pupils at Princess Frederica, including those with SEND. But we perhaps have different views of the way to achieve this.

SEND provision is based on this model in all UK schools.

Figure 2: Levels of provision and distributed responsibility



Levels of provision. Adapted from Nasen (2020).

Inclusion By Design

Meeting the needs of pupils with SEND, is not an 'add on'.

Schools that are inclusive by design', ensure that the responsibility for pupils with SEND is shared across all leaders and staff, and embedded within everyday practice, in collaboration with the specialist expertise of the SENCO and external agencies. This means not only setting expectations, but creating the systems, culture and accountability structures that enable **all** pupils to thrive.

How we approach 'Inclusion by Design'

Quality First Teaching

We have invested significant resource and expertise into ensuring that all pupils receive **Quality First Teaching** every day because we know this has the greatest impact on pupil outcomes.

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them...High-quality teaching improves outcomes for all pupils and is particularly important for those with SEND. It should be the starting point for all classroom practice." Education Endowment Foundation

How we approach 'Inclusion by Design'

Establishing a Culture of Positive Relationships and Beliefs

Positive relationships between school staff and pupils are the foundation of an inclusive school:

- Communicating high expectations and belief in every pupil;
- Ensuring every pupil has a supportive relationship with a member of staff;
- Helping pupils to develop friendships, for example by setting up clubs and good lunchtime provision;
- Ensuring the behaviour approach does not damage relationships or self esteem.
- Establishing clear routines and expectations for behaviour and learning;
- Teaching, modelling and reinforcing expected behaviours;
- Using consistent responses to behaviour across staff and lessons;
- Explaining why routines and rules are in place, to increase pupil buy-in;
- Recognising and praising positive behaviour and engagement;

Evidence suggests that positive relationships, high expectations and a sense of belonging support engagement, participation and positive behaviour.

How we approach 'Inclusion by Design'

Classroom Environment

We have redesigned and redecorated the classrooms to ensure they support the learning for all. For example:

- Forward facing seating rows
- Carpeted for improved acoustics
- Standardised routines so that things are as predictable and as calm as possible for pupils (and staff!)
- Clear guidelines and expectations on keeping spaces tidy and free of clutter
- Minimising displays so they are useful and not distracting
- Muted colour schemes on walls, displays and resources.
- A positive and supportive environment for all pupils without exception.

How we approach 'Inclusion by Design'

"Well-designed, predictable and accessible classroom layouts and routines can reduce cognitive, sensory and navigational demands."

Department for Education



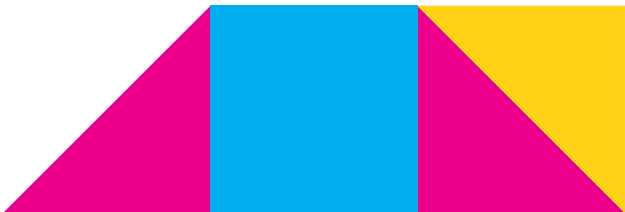
How we approach 'Inclusion by Design'

Inclusive Curriculum

- Our curriculum is cyclical - it designed so that topics and skills are returned to over time, year on year, building sequentially.
- It is bespoke - it covered the National Curriculum, but rather than waiting for the updated curriculum to catch up with the latest research, we have already implemented this research e.g. prioritising foundational knowledge, going deeper into knowledge, the reordering of certain topics such as in mathematics and spelling.
- All pupils receive the Mathematical Mastery Programme (classified as an intervention by EEF)
- Ensuring there is representation of pupils within our schools within what they learn about.
- Freeing up time in the timetables so teacher have the time to teach and recap the most important knowledge and skills.
- Ensuring all learners have access to a broad and balanced curriculum.

Myths

1. “Inclusive teaching is all about what schools do differently for pupils with additional needs.”
2. “The more adaptations teachers make, the more pupils will learn.”
3. “Interventions are the most important way to support pupils with additional needs.”
4. “If a pupil has a diagnosis, we automatically know the best way to support them.”
5. “Teachers need specialist expertise before they can effectively support pupils with additional needs.”



Interventions

While targeted interventions can help, they are most effective when they supplement – rather than replace – effective everyday teaching. Strong universal provision reduces the number of pupils who require additional support and creates the conditions in which targeted interventions are more likely to succeed. Targeted interventions must be selected carefully. This is because many interventions have been proved ineffective. In addition, relatively few programmes currently have secure evidence of effectiveness.

Interventions

Research indicates that:

- Interventions must be carefully matched to the needs of pupils, for example addressing a particular barrier in reading like fluency, rather than focusing on reading in general;
- Accurate assessments are used to identify pupils, guide areas of focus and track progress;
- The intensity of support is adjusted as the needs of pupils change;
- Sessions are brief but regular (2-5x per week);
- Structured supporting resources and plans are available;
- Thoughtful timetabling ensures consistent delivery, while minimising time away from the classroom;
- Interventions are delivered by a teacher or, if unavailable, a trained TA or specialist.

Deployment of Support Staff

Support from teaching assistants can have a large positive impact on pupils with additional needs. However, how teaching assistants are deployed is key and not all ways of deploying teaching assistants improve pupil outcomes. Teaching assistants are most likely to improve learning outcomes when:

- TAs deliver targeted interventions to small groups or individual pupils;
- Specific training is provided, often as part of a structured programme;
- Support from TAs supplements rather than substitutes support from teachers;

Evidence related to TAs delivering targeted interventions is consistently positive and considerably stronger than evidence related to the general deployment of TAs in classrooms.

Any questions



What is the ABC fund?

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 £45,000

So far this financial year parents have raised £10,000





Please set up a regular
donation to
The ABC Fund

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

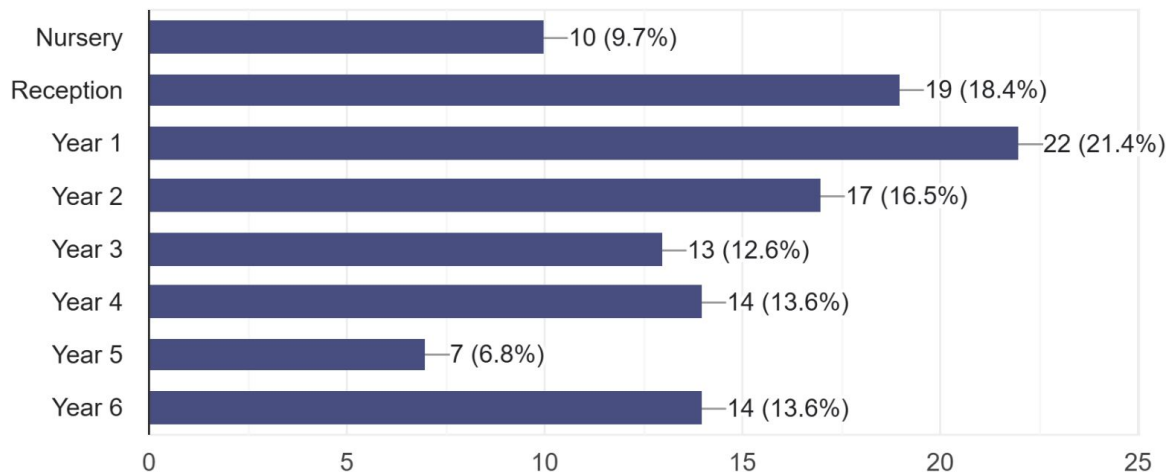


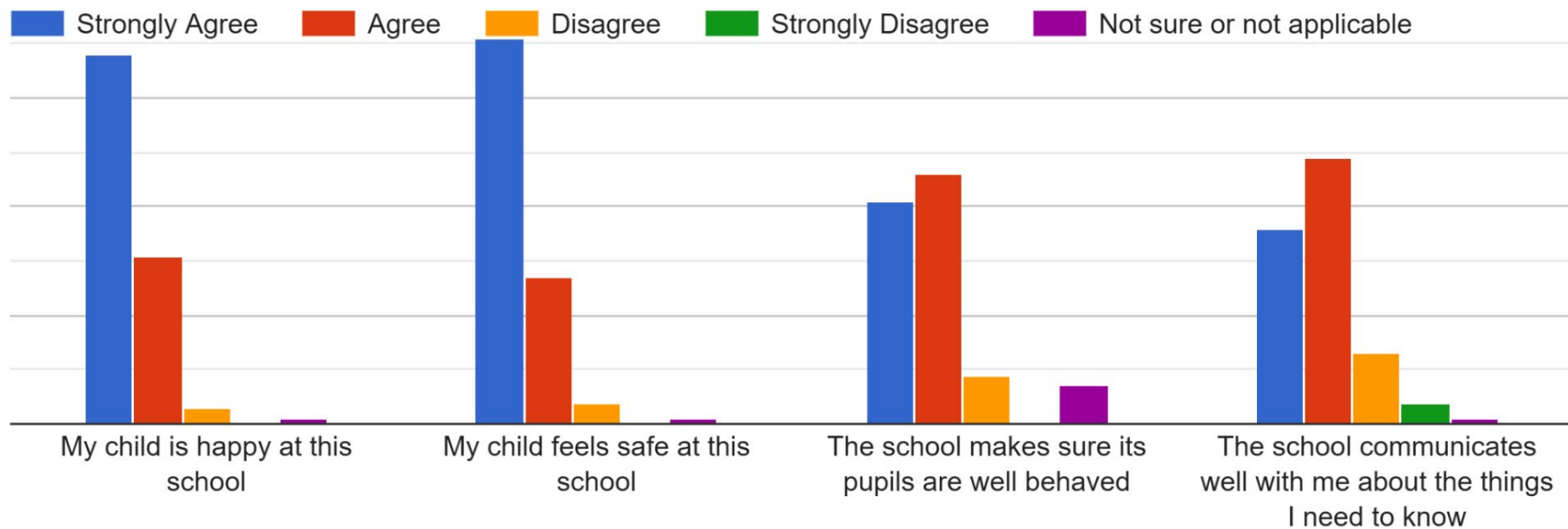
Survey Outcomes

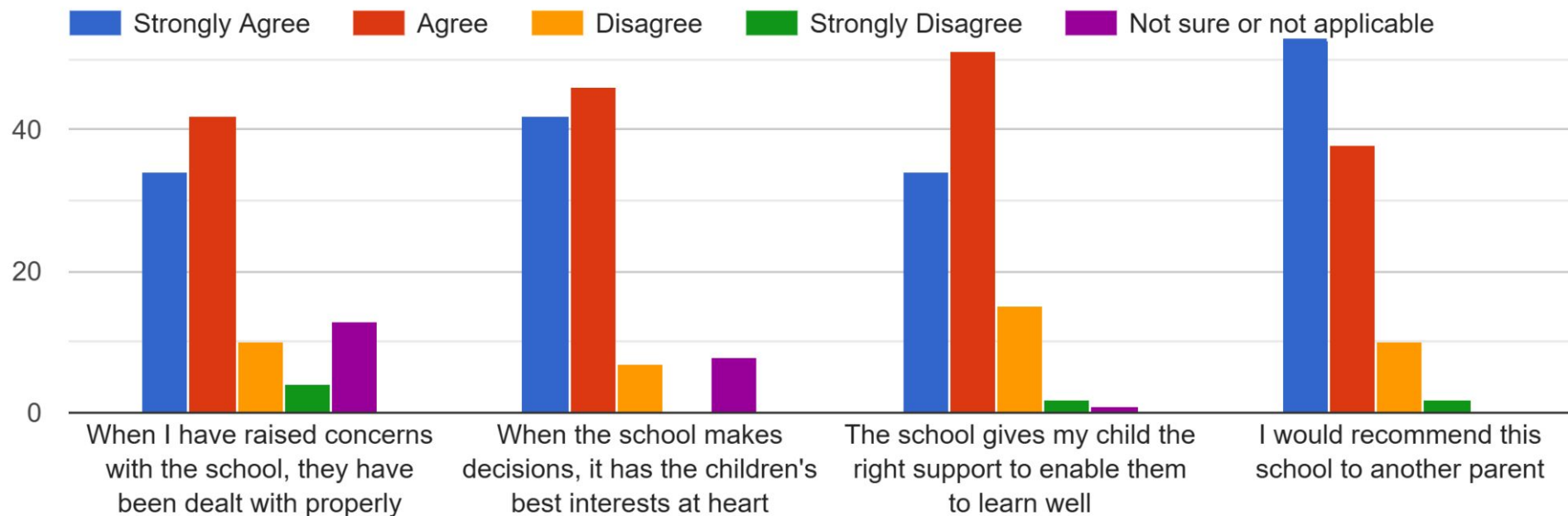
- 103 responses- just under a quarter of the school
- Responses from across the school-majority Year 1

Child's year group

103 responses

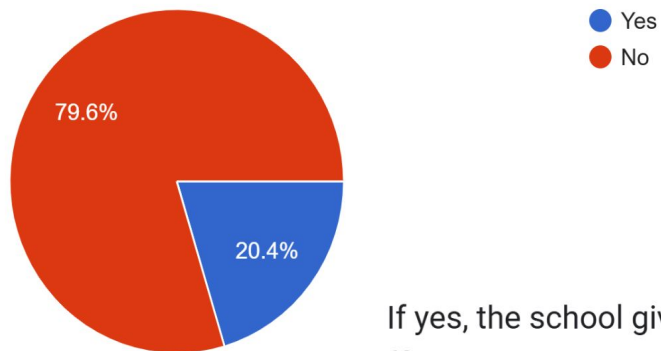






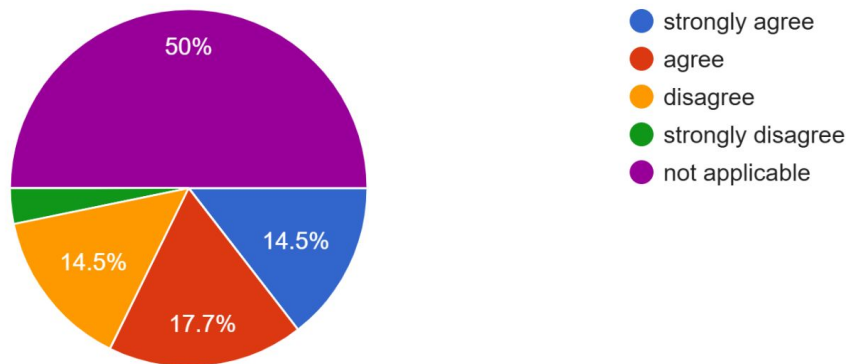
My child has additional needs

103 responses



If yes, the school gives them the support they need to succeed

62 responses



The school creates a sense of belonging for all pupils

103 responses

