



# Frewen in Five

Five Year Strategic Plan

2025- 2030



## Strategic direction

Frewen College remains a co-educational independent day and boarding school specialising in dyslexia and co-occurring Specific Learning Difficulties (SpLD). As a non-academically selective independent school, Frewen College aims to unlock each student's fullest potential through the delivery of an aspirational curriculum and high quality, specialist dyslexia teaching.

The criteria for acceptance at Frewen College are:

1. Diagnosis of dyslexia and that this is ascertained to be the primary need through a rigorous and thorough admissions and evaluation process.
2. For Frewen College's Preparatory School only, a primary presentation of literacy difficulties likely to be caused, but not yet diagnosed, by dyslexia is also acceptable.
3. Student must be capable of accessing a mainstream curriculum.
4. Student must have the ability to contribute to and benefit from being part of the wider Frewen College community.

The intention of the school is to continue to increase the number of students accessing Frewen College to approximately 130, through a mixture of day and boarding admissions. All students will have access to a wide range of opportunities to study, learn, and achieve well academically. Extra-curricular activity in sport, music, the arts, Duke of Edinburgh, and the Combined Cadet Force, provide students with the opportunity to develop wider skills and interests, compete and achieve in their chosen field, and develop leadership skills.

The addition of our new Preparatory School offer, Prep Plus +, aims to meet and support national challenges around early identification by extending provision and admissions remit to students with literacy difficulties, but, at the time of admission, do not have a dyslexia diagnosis.

With 43% of schools in the UK failing to understand dyslexic challenges, and only 1 in 10 teachers having a good understanding of dyslexia, Prep Plus + provides a much needed educational and diagnostic pathway for children.

The development of the Frewen Advisory Support Team (FAST) will ensure local schools, in the maintained or independent sector, parents, and young people have access to high quality specialist support and assessment, helping to reduce the 80% of students leaving school undiagnosed.



**MISSION**  
 To be a beacon of dyslexic practice

**VISION**  
 *Unlocking potential through innovation and educational excellence* 

**ASPIRE** **BELIEVE** **ACHIEVE**

**FREWEN COLLEGE**



### **Academic**

Students make excellent progress

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### **Pastoral**

Pastoral care enables students to achieve their fullest potential

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### **Boarding**

Boarding provision and care is excellent

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### **Estates, Infrastructure, and Staffing**

Estates, infrastructure, and staffing support and reflect the strategic priorities of the school

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### **Growth and Sustainability**

To be a world leader and a beacon of practice in the field of dyslexic education

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## Strategic Priority 1: Students make excellent progress

### Aims

- Excellent provision in all areas ensures students make outstanding progress academically delivered through high quality, dyslexic specialist teaching.
- All students have access to assistive technology throughout the day, with learning materials digitally prepared and shared to enable adaption and personalisation.
- All staff to have high aspirations for students enabling them to have high aspirations for their own academic achievement.
- Students have high self-esteem enabling them to Aspire, Believe, and Achieve.
- A robust careers education programme enables students to plan pathways after school at either the end of Key Stage 4 or Key Stage 5.
- Effective baselining and data tracking ensures students are making, or exceeding, expected progress from their given starting points.
- Effective reporting systems are in place, providing effective communication of progress to parents.
- Parent/teacher consultation evenings and reports are accessible to UK based and international parents, with staff reporting on curriculum, progress, and targets for progression.

### Elements to achieve

- Rolling programme of effective, high quality CPD to ensure teaching reflects current research with regards to effective approaches to supporting students with dyslexia and co-occurring SpLDs.
- Development of the School's careers education programme delivered as both stand alone, individualised advice and support, and through PSHE lessons.
- Development of IT provision and staff training to enable effective deployment of student held devices.
- Development of effective assessment protocols and data tracking to effectively baseline, make grade predictions, and monitor progress.

- Curriculum planning ensures a cyclical, cumulative and repetitive format to ensure fluency.
- Development of school reporting systems (reports and parental consultation evenings) to ensure that they are meaningful and accessible to parents.
- Development of effective and robust quality assurance processes to monitor teaching and learning across the school 'defining good', including: moderation, departmental evaluation and development processes.
- Development of whole school literacy to support reading, writing, and spelling.
- Development of a Community of Practice across the school to share and develop staff skills and resources.
- Develop a gifted and talented programme to enable identification of students and to ensure individual progression from mastery to greater depth.

#### **Measurable outcomes**

- Quality assurance process indicates that teaching is at least 'good' across all lessons.
- All students make expected, or greater than expected progress over time from their given starting points.
- All students leave Frewen to go on to further/higher education, apprenticeships or training, or into employment.
- Sharing of practice ensures self-reflection amongst staff and a drive towards continued development.
- Positive 'value added' data across all faculties at KS4.



## Strategic Priority 2: Pastoral care enables students to achieve their fullest potential

### Aims

- Pastoral care to be of the highest quality, supported by a staffing structure and curriculum which enables this.
- Enrichment provides opportunities for students to engage with a variety of activities at lunchtime, after school, and weekends.
- Clear behaviour pathways, allied with high expectations, ensure an effective whole school approach.
- Communication pathways (academic, pastoral, and boarding) enable effective and responsive home school liaison.
- Students feel a sense of community and pride in their school through the development of the house system, rewards system, school council, leadership opportunities, and celebration events.
- All students have good attendance (95% +) to support effective teaching and learning.
- PSHE curriculum provides a robust framework, with flexibility to allow curriculum to be responsive of need in order to support holistic development of students.

### Elements to achieve

- Development of tutor time programme to support academic and pastoral elements of school life.
- Review and development of current behaviour policy to ensure clear, consistent approach with an appropriate escalatory, proportionate, sanction system.
- Launch of communication pathways, and parent code of conduct, to ensure effective and appropriate home/school liaison.
- To review and develop the house system to provide opportunities for the development of the school community, including inter-house activities, competitions and events; reward systems – house and student level; leadership opportunities; and effective holistic development opportunities for all students.
- To review and develop enrichment offer at lunchtime, after school, and weekends to ensure students have access to a range of extra-curricular activities.

- To develop offsite enrichment offer through school trips and educational visits.
- To develop the Sixth Form Diploma of Achievement programme to support life skills and preparation for adulthood.
- To ensure uniform is appropriately and consistently worn.
- To develop the school's core mental health and wellbeing offer to ensure holistic support is integrated into all aspects of life at Frewen.
- To develop an effective school council to include Heads of School and Prefect roles.

### **Measurable outcomes**

- Enrichment offer developed to provide a wide range of high quality extra-curricular activities
- All Sixth Formers (Foundation Sixth, Lower Sixth and Upper Sixth) complete the Diploma of Achievement.
- Reduction in behaviour incidents (particularly low-level disruption) escalating to higher levels.
- Student voice feedback indicates pastoral care is excellent.
- Parental feedback indicates care is excellent and communication is effective.



## Strategic Priority 3: Boarding provision and care is excellent

### Aims


- Boarding is of the highest quality, supported by a staffing structure that effectively supports and enables growth.
- Students are happy, safe, and comfortable in their boarding house and flourish.
- Boarding staff are well trained and provide a quality, caring, supportive, encouraging, and stretching environment for students so they reach their fullest potential.
- Students are well prepared for life beyond school, leaving as confident, independent, resilient, and socially skilled for success in an ever-changing world.
- Boarding staff work integrally with academic staff to ensure a holistic approach to each student.
- Effective communication between boarding staff and parents to enable effective care.
- Accommodation and facilities are fit for purpose.
- Boarding council reviewed to ensure continued effective student voice.
- Clear behaviour approaches that align with wider, updated school policy.
- International recruiting focus through targeted marketing and liaison with international recruiting agents.

### Elements to achieve

- Consistent approach to tracking and reporting across the boarding provision.
- Systems in place to ensure academic and boarding staff can communicate effectively.
- Professional development of all staff through high quality training and supervision.
- Rolling programme of improvements and updates in accommodation provision.
- Communication pathways and parental events in place to support home school liaison.

## **Measurable outcomes**

- Positive outcomes from re-inspections to a rating of at least 'good'.
- All boarding staff have undertaken the BSA boarding qualification: Certificate in Boarding Practice - Pastoral Care and Boarding Management within 2 years of commencing employment.
- Head of Boarding to have completed her Masters: Residential Education through Buckingham University.
- Positive feedback from independent visitor visits.
- Parental feedback/surveys indicate boarding provision, and communication, is good or better.
- Weekend activities provide a variety of enrichment and cultural activities.
- Positive outcomes from student survey.
- Feedback from academic and boarding staff indicate effective communication.
- Independence programme embedded, with rolling evaluation ensuring effectiveness via measurable student outcomes.



## Strategic Priority 4: Estates, infrastructure, and staffing support and reflect the strategic priorities of the school

### Aims

- Sporting facilities enable the development of a broad sporting offer.
- Classrooms provide appropriate space, environment, and resources for effective teaching and learning.
- Outdoor learning spaces developed to enhance learning opportunities.
- IT and infrastructure reviewed and enhanced to support teaching and learning and whole school development priorities.
- Dedicated performing arts space.
- Staffing structure and systems support long term development outcomes.
- Building projects reflect statutory upgrades, enable future growth, and reflect core educational offer and outcomes.

### Elements to achieve

- Classrooms and resources are developed to ensure effective teaching and learning spaces for students with dyslexia and co-occurring SpLDs.
- Faculties reviewed and teaching and learning spaces relocated to ensure optimal learning environments and resourcing.
- Sporting facilities developed to ensure a broad sporting and extra-curricular offer.
- Dedicated outdoor teaching spaces to support and enhance teaching and learning opportunities.
- Creation of a dedicated multi-purpose performing arts space and development of existing drama studio.
- Outdoor zones to provide opportunities for both enrichment and quiet reflection and relaxation.

- Staffing review meets needs of future growth and development e.g. FAST, Sixth Form, and enrichment offer

### **Measurable outcomes**

- Classrooms designed and resourced to meet the needs of students – presentation of visual information, seating, desk height, coloured dry wipe boards, storage etc..
- Faculties located to ensure appropriate access to learning spaces and resources e.g. core subjects located together, English department near library/reading nook.
- Auditorium equipped to provide multi-purpose performance arts space – curtains, lighting, wings, backdrop.
- Outdoor learning spaces developed across the site (arboretum, upper grass area etc.) with seating, chalkboards, etc..
- Development of quiet seating areas, with shade, and activity areas e.g. den building, climbing etc. across the site.
- Appropriate staffing in place to support rolling development of inhouse A Level and Level 3 qualifications and the development of the inclusion advisory support team (FAST)



## Strategic Priority 5: To be a world leader and a beacon of practice in the field of dyslexic education

### Aims

- Become a world leader in the level and expertise and provision of dyslexic education for young people for whom dyslexia is their primary need.
- Make a sustainable future for Frewen College through sound, innovative, and ambitious leadership and governance.
- Develop an asset and brand management plan to relaunch the School's identity as a leading centre of excellence.
- Develop Frewen College's reputation through research, collaboration, national representation, and outreach.
- Maximise opportunities for income generation.
- Student numbers are consistently high, aiming towards a consistent figure of 130 students.

### Elements to achieve

- All areas of the school consistently demonstrate excellence.
- Effective marketing strategy including social media presence and international recruitment.
- Development of an excellent outreach inclusion advisory service.
- Develop and sustain an outward facing culture of collaboration.
- Develop a range of partnerships including other dyslexia/SpLD organisations and benefactors e.g. alumni network – Frewen Foundation.
- Develop the Frewen College brand by exploring diversification e.g. flexible dyslexia education and alternate provision.

- Upgrade the website ensuring ease of use, clarity of information, accessibility, appropriate international landing pages, and search engine optimisation.
- Develop links with the Elective Home Education (EHE) network to further increase the school's core external examination centre offer to include: diagnostics, curriculum support, and music tuition.

### **Measurable outcomes**

- Maximise income from assets.
- Improved facilities through income generation and fundraising.
- Marketing initiative leads to increased student numbers.
- International marketing campaign sees growth and retention of international students.
- Website and social media analytics drive recruitment.
- Increased growth of ancillary services by external students e.g. growth in EHE core offer.



**Aspire.**

**Believe.**

**Achieve.**



