



Somerdale Educate Together

Make yourself comfortable.



Tea & Coffee available at
the back.





Somerdale Educate Together

Forum Dates 2025/26 Academic Year

| Term | Date | Time/Location |
|------|---------------------------|--------------------|
| 1 | Thursday 2nd October 2025 | 9am School Hall |
| 2 | Tuesday 2nd December 2025 | 2:30pm School Hall |
| 3 | Monday 26th January 2026 | 4pm School Hall |
| 4 | Friday 27th March 2026 | 9am School Hall |
| 5 | Thursday 14th May 2026 | 2:30pm School Hall |
| 6 | Wednesday 1st July 2026 | 9am School Hall |

Forum Rules and Guidelines:


To ensure the meeting is constructive and respectful, we kindly ask that all participants follow a few simple guidelines:

- **Respectful Communication:** Everyone's opinions and ideas are valued, so we ask that all contributions are made in a respectful and considerate manner.
- **Focus on Solutions:** When discussing any concerns or suggestions, we aim to keep the conversation positive and focused on finding solutions.
- **Stay on Topic:** To ensure we make the most of our time, we kindly request that discussions remain focused on the agenda topics.
- **Confidentiality:** While feedback is encouraged, we ask that specific pupil or family concerns be addressed privately with the relevant staff members rather than in the forum.



Parent/Carer Forum- Meeting Agenda

Thursday 2nd October 2025

 (9am) School Hall

| Term 1 | Agenda Item |
|--------|--|
| 1 | School Development Plan (2025-26) |
| 2 | Statutory Assessment Update |
| 3 | Behaviour and Relationship Policy |
| 3 | Smartphone Free School (Action Plan) |
| 4 | Website – Class Pages – Key Information |
| 5 | FOSET Update |
| 6 | Any Other Business (AOBs) – Agenda items can be added by emailing Info@somerdaleef.org.uk . |

Minutes from the meeting will be sent to parents/carers within 7 days of the meeting and published on the school website.

Somerdale Educate Together Development Plan 2025/2026

| Teaching & Learning | Parents & Community |
|--|---|
| <ul style="list-style-type: none"> To further develop effective teaching and learning practice through the High-Quality Teaching Framework. To further raise attainment and accelerate progress in reading, writing, and mathematics across all year groups ensuring that all statutory outcomes remain above the national average. Pupil Premium children will make accelerated progress in reading, writing, and mathematics during 2025–26, reducing the attainment gap by at least 10% compared to 2024 outcomes and ensuring progress is in line with or above their peers. | <ul style="list-style-type: none"> Parents have clear expectations regarding communication at Somerdale. |
| Curriculum | Staff support & Development |
| <ul style="list-style-type: none"> All year groups meet the school's curriculum expectations in Science, Geography, History, Art and PE. | <ul style="list-style-type: none"> Further develop understanding of dyslexia and strategies to identify/reduce barriers. Embedding the school's neurodiversity ethos and provision through completing phase 2 of the PINS project. Increased confidence amongst staff in assessment for children who are working significantly below in reading, writing or maths. |
| Behaviour & Safety | Site & Admin |
| <ul style="list-style-type: none"> All stakeholders are confident communicating and modelling the set of beliefs and behaviours which underpin the school's culture. Pupils and parents will be aware of the school's anti-bullying policy, as measured by annual pupil surveys and documentation published on school website. Two Anti-Bullying Ambassadors will be trained in every KS2 class, and will lead half-termly pupil voice forums, with feedback reported to SLT. All staff will complete annual training on inclusive practice (SEND Core Offer, anti-racist approaches, trauma-informed strategies) by Term 6. | <ul style="list-style-type: none"> A new 3-year IT plan will be introduced to support and enhance learning and effectively manage administrative tasks. |

Statutory Data

Overview against National Averages (Visual Summary) 2024/25

| Statutory Year Group | Somerdale (SET) | National Average |
|--|---|------------------|
| Reception | 88% Good Level of Development | 69% |
| Year 1 Phonics | 90% scoring 32+ out of 40 | 80% |
| Year 4 Multiplication Check | Average Point Score 24 out of 25 | 21.1% |
| Year 4 Multiplication Check | 63% of children scoring 25/25 | 38% |
| Year 6 Reading | 80% Expected Standard | 75% |
| Year 6 Reading | 33% Greater Depth | 33% |
| Year 6 Mathematics | 77% Expected Standard | 74% |
| Year 6 Mathematics | 37% Greater Depth | 26% |
| Year 6 Writing | 80% Expected Standard | 72% |
| Year 6 Writing | 7% Greater Depth | 13% |
| Year 6 GPS | 73% Expected Standard | 73% |
| Year 6 GPS | 23% Greater Depth | 30% |
| Year 6 Combined Reading, Writing & Mathematics | 67% Expected Standard | 62% |

Key

| Inline or above National Average | Below National Average | Data written in bold significantly above the National Average. |
|--|------------------------|--|
| National Average with an * is an estimate provided by the school's data provider. Document will be updated once official averages are published. | | |

Early Years Foundation Stage – Attainment (4 Year Trend)

How are judgments made?

A Good Level of Development (GLD) is defined as reaching the expected level in the prime areas of learning (along with specific aspects of mathematics, reading and writing). Teacher Assessment is used to make the judgement which are then internally and externally moderated.

| | 2022 | | 2023 | | 2024 | | 2025 | |
|--------------|------|----------|------|----------|------|----------|------|----------|
| | SET | National | SET | National | SET | National | SET | National |
| GLD | 57% | 65% | 70% | 67% | 77% | 68% | 88% | 69% |
| Average LG** | 14.9 | 14.1 | 15.6 | 14.1 | 16.4 | 14.1 | 16.3 | 14.2 |

*Predicted figures for National Average

**Average number of early learning goals at the expected level per pupil.

Bold – Above National (Statistically Significant)

Phonics Screening Check Year 1 - Attainment (4 Year Trend)

How are judgments made?

The phonics screening check involves a 1:1 assessment conducted by the class teacher where children read 40 words, half of these are pseudo words, the others real words. The Department for Education confirmed that the pass mark for 2025 is a score of 32 or more. Teacher judgements are internally and externally moderated.

| | 2022 | | 2023 | | 2024 | | 2025 | |
|---------|------|----------|------|----------|------|----------|------|----------|
| | SET | National | SET | National | SET | National | SET | National |
| Phonics | 70% | 75% | 80% | 79% | 89% | 80% | 90% | 80% |

*Predicted figures for National Average/ **Bold** – Above National (Statistically Significant)

Phonics Screening Check Year 2 - Attainment (4 Year Trend)

How are judgments made?

Children who did not pass the Phonics Check in Y1 complete the assessment at the end of Year 2. The data presented below indicates the percentage of children who have passed the Phonics Check for each cohort combining Year 1 and Y2 outcomes.

| | 2022 | | 2023 | | 2024 | | 2025 | |
|---------|------|----------|------|----------|------|----------|------|----------|
| | SET | National | SET | National | SET | National | SET | National |
| Phonics | 100% | 87% | 93% | 89% | 87% | 89% | 93% | 91%* |

*Predicted figures for National Average/ **Bold** – Above National (Statistically Significant)

Year 4 - Multiplication Tables Check (MTC)- Attainment (4 Year Trend)

How are judgments made?

Year 4 children are assessed via an electronic timetables assessment based on 25 questions.

| | 2022 | | 2023 | | 2024 | | 2025 | |
|--|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| | SET | National | SET | National | SET | National | SET | National |
| % of pupils scoring full marks (25/25) | 47% | 27% | 59% | 29% | 40% | 34% | 63% | 38% |
| Average score (out of 25) | 21.8 | 19.8 | 22.7 | 20.2 | 22.5 | 20.6 | 24.0 | 21.1 |

*Predicted figures for National Average/ **Bold** – Above National (Statistically Significant)



Year 6 – SATs Results - Attainment (3 Year Trend)

Year 6 SATs results are generated in Mathematics, Reading and GPS through testing in Term 5. Writing Judgements are generated against the Teacher Assessment Framework (no tests involved).

| | 2022 (No Y6) | | 2023 | | 2024 | | 2025 | |
|--|--------------|----------|------|----------|------|----------|------|----------|
| | SET | National | SET | National | SET | National | SET | National |
| Reading, Writing & Maths Combined % of children achieving the Expected Standard | N/A | N/A | 43% | 60% | 54% | 61% | 67% | 62% |
| Reading % of children achieving the Expected Standard | N/A | N/A | 79% | 73% | 79% | 74% | 80% | 75% |
| Mathematics % of children achieving the Expected Standard | N/A | N/A | 64% | 73% | 61% | 72% | 77% | 74% |
| Writing % of children achieving the Expected Standard | N/A | N/A | 43% | 71% | 75% | 72% | 80% | 72% |

| Subject | 2022-23 Somerdale Average Point Score | 2022-23 National Average | 2023-24 Somerdale Average Point | 2023-24 National Average | 2024-25 Somerdale Average Point | 2024-25 National Average |
|-------------|--|-----------------------------|---------------------------------------|-----------------------------|---------------------------------------|-----------------------------|
| Reading | 104.5 | 105 | 106 | 105 | 106.9 | 106.0 |
| Mathematics | 101.4 | 104 | 102.5 | 104 | 105.4 | 105.0 |
| GPS | 103/5 | 105 | 104 | 105 | 104.3 | 105.0 |

At Somerdale Educate Together we are...



Respectful








Safe



Ready to Learn

Behaviour & Relationship Policy

| | |
|---|---|
| 0-Remind  | An adult will give me a reminder of the agreed expectation. |
| 1- Reinforce  | If I need another reminder, the adult will help me remember how to be respectful, safe and ready to learn. |
| 2- Reflect  | If I still need help, I will sit in my own space with a special sheet to help me think. The adult will talk with me about how to fix things, and then I can join back in the class. |
| 3- Reset  | <p>If I still need more help, I will spend 5 minutes in another classroom. I will fill in a sheet to help me think about what I did.</p> <p>When I come back to my classroom, an adult will talk with me, and they will also talk to my family.</p> |
| 4 - Internal Seclusion  | I might need to go and learn with Chris or Sam. There will be a meeting with me, my family, and my teacher. We will all agree on how to make sure I am kind, safe, and ready to learn. |



We are a Rights Respecting School



Stage Five
Specialist Support

Stage Four
Intensive Support
External Agency Involvement

Stage Three
Targeted Support
In and out of class interventions with the school team

Stage Two
Early Intervention
In-class interventions with the usual teaching team.

Stage One
Universal Provision
Behaviour Policy Phases

Somerdale Educate Together Smartphone Free School Consultation

Parents' and carers' views regarding becoming a Smartphone Free School were surveyed in Term 6 of the 2024-25 academic year. The consultation closed on Monday, 16th June, after a two-week consultation period. There were 107 responses in total, including families from the new reception intake starting in 2025-26.

Key Findings:

- The survey represented the views of parents/carers of **154 children**.
- **87%** of respondents were in favour of the school becoming a Smartphone Free School.
- **80%** of respondents indicated that smartphones should not be used in the primary school phase.
- **79%** of respondents indicated they would be willing to sign a voluntary pledge to delay their child's smartphone use until secondary school.
- The survey indicated that parents/carers were in favour of the school organising training on topics relating to smartphone alternatives and e-safety.

Outcome:

- Somerdale Educate Together Primary School will become a Smartphone Free School starting from September 2025.

Next Steps/Actions:

Term 6:

- Share results with key stakeholders, including parents/carers.
- Set up a Smartphone Free School working party including all stakeholders.
- Provide children with research relating to smartphones and create opportunities for discussion.



Term 1:

- Provide stakeholders with guidance on the definition of a Smartphone Free School and how it would work in practice.
- Address misconceptions regarding Smartphone Free Schools noted in comments from the consultation.
- Update existing policies to reflect the new Smartphone Free School status.
- Share the timeline and key implementation milestones, including the updated online safety policy.





CLASSES

Pre School - Turtles

Reception- Badgers

Year One - Otters

Year Two - Wildcats

Year Three - Hedgehogs

Year Four - Bumblebees

Year Five - Puffins

Year Six - Elephants

<https://www.somerdaleet.org.uk/our-classes>

WELCOME INFORMATION - MEET THE TEACHER



NEWSLETTERS



CURRICULUM OVERVIEW



CLASS TIMETABLE



MATHEMATICS



WRITING



READING AND PHONICS



ASSESSMENT AND FEEDBACK





Successful Gold Reaccreditation

<https://www.somerdaleet.org.uk/assets/Somerdale-Educate-Together-PS-RRSAGold-Reaccreditation-Report-MR-0525.pdf>



Any Other Business?

