



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.



Term 2	Agenda Item
1	School Development Plan (2025-26) - Update
2	Parent/Carer Annual Survey Results and Actions
3	Website – Class Pages – Knowledge Organisers
4	The new OFSTED Framework – Overview
5	FOSET Update
6	Any Other Business (AOBs) – Agenda items can be added by emailing Info@somerdaleet.org.uk .

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.

- Engagement in the annual parents/carers survey remains strong.
- Analysis of results and actions to be published on the school website.

Key Statistics

Parent/carers Report:

- My child enjoys school (92%)
- The school has a happy & positive atmosphere (100%)
- The school site is sufficiently secure, and my child feels safe and well cared for (96%)
- The school encourages children to care for each other and develop a sense of responsibility (95%)
- Somerdale treats my child fairly (96%)



New Inspection Framework



- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and wellbeing
- Early years
- Leadership and governance



The evaluation scale used for inspection

We use a 5-point scale to grade different areas of a provider's work. From November 2025, we no longer provide an overall effectiveness grade for any provider inspected under the framework. Safeguarding is evaluated on a 'met'/'not met' scale for providers.

The evaluation scale for each evaluation area, other than safeguarding, is:

Exceptional (highest quality provision): an evaluation area can be graded 'exceptional' when all the strong standards have been met and if it meets all the additional standards in the 'exceptional' section of the toolkit.

Strong standard: an evaluation area can be graded 'strong standard' when all the expected standards and all the strong standards have been met.

Expected standard: an evaluation area can be graded 'expected standard' when all the standards are met – this includes meeting the legal requirements and the expectations set out in statutory guidance, as well as the professional standards required of the particular type of provision, where these apply.

Needs attention: an evaluation area can be graded 'needs attention' when the 'expected standard' has not been met because some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements.

Urgent improvement (lowest quality provision): an evaluation area can be graded 'urgent improvement' when it needs urgent action to provide a suitable standard of education and/or care for children and learners. [\[footnote 5\]](#)

New Inspection Framework

Key vocabulary	
invasion	when a group of people or an army enters a place without permission to take control
empire	a group of countries or territories that are all ruled by a single person or government
emperor	the ruler of an empire
Celts	groups of tribal people living in Britain and Europe during the Iron Age
legion	a Roman army unit with about 5,000 soldiers
Aqueduct	a large structure that carries water from one place to another



Year 4 Term 2

What happened during the Roman invasion of Britain?




Key knowledge:

1. The Roman **invasion** ended Iron Age Britain. The Romans wanted land and precious metals.
2. The Romans built an **empire** with Rome at the centre. The empire was controlled by an **emperor**.
 - Emperor Julius Caesar tried to invade Britain twice in 55 and 56 BCE but failed to defeat the **Celts**.
 - Emperor Claudius was successful in 43 CE. Battles continued but eventually Britain became part of the Roman Empire.



3. The Roman army was the most successful in ancient history. Soldiers had to be tough and highly trained. They walked long distances carrying weapons, tents and food and were organised specifically into **legions** which had around 5000 men each. Roman soldiers had clever tactics, solid weapons and effective armour. The army was the key to their success!



4.  Boudica was a Celtic Queen of the Iceni tribe who led a rebellion against the Romans when they attacked her family and stole land. There were successful attacks but they were eventually defeated.

5. Roman Achievements

- Communal bath houses for people to bathe in - to keep clean but also to socialise and relax.
- The Romans kept towns and forts clean by using fresh water and drainage. **Aqueducts** brought water into towns and drains kept the streets and houses clean.
- The Roman calendar had 365 days and leap years like the one we used today. July and August are named after Julius Caesar and Augustus.
- Larger more durable stone buildings than the Iron Age timber forts.
- The Romans created new road systems - long, wide, straight roads that linked important places. Some can still be seen today.

Primary historical sources:

- Structures - aqueducts, amphitheatres
- Artefacts - coins, pottery, jewellery, statues
- Texts and art
- Place names



Skills - We are historians

1. Use a range of primary/secondary sources to find out about the past
2. Consider why and how different sources are useful
3. Describe how Britain changed during this time

- Knowledge Organisers used from Y1-Y6 for Geography History and Science
- Knowledge Organisers are published on class pages of the school website for parent/carers to review.
- Children refer to Knowledge Organisers at the start and end of every lesson. Key vocabulary, skills, knowledge, and sources are studied each lesson.
- Retrieval quizzes are used to assess children's understanding and retention of knowledge/skills.
- Key skills & knowledge highlighted (assessment) based on retrieval quizzes.
- Retrieval quizzes revisited though out the year.
- Aim of approach is to ensure children understand key knowledge/skill whilst keeping wider curriculum subjects as practical as possible.