Somerdale Educate Together



Make yourself comfortable.

Tea & Coffee available at the back.





Somerdale Educate Together

Forum Structure:

7-14 days before the forum.	Friday before the meeting.	During the forum	After the forum (within 7 days)
Online form sent to families to enable	Forum Agenda sent to families based on	Member(s) of SLT to update families on each	Summary of feedback and actions sent to all
feedback.	feedback.	agenda item and allow further questioning.	families.

Forum Dates:

Term	Date	Time/Location
1	Wednesday 2 nd October 2024	9am/school hall
2	Tuesday 3 rd December 2024	2:30pm/school hall
3	Monday 27th January 2025	4pm/school hall
4	Friday 28th March 2025	9am/school hall
5	Thursday 15th May 2025	2:30pm/school hall
6	Wednesday 2 nd July 2025	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

Wednesday 2nd July 2025

(9am) School Hall

Term 6	Agenda Item
1	_
'	School Development Plan Update (End of Year Summary)
2	Behaviour and Relationship Policy
3	Smartphone Free School Consultation Results and Actions
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<u> </u>	
4	Gold Rights Respecting School Accreditation Report
5	Statutory Assessment Update
6	FoSET Update
ľ	Tool opdate
7	M t' Dt 2005/0/
7	Meeting Dates 2025/26
8	Any Other Business (AOBs) – Agenda items can be added by
	emailing Info@somerdaleet.org.uk.





Somerdale Educate Together Development Plan 2024/2025

Teaching & Learning	Parents & Community
 To develop effect teaching and learning practice through the High-Quality Teaching Framework. To ensure all statutory outcomes meet/exceed the expected standard. The Pre-School offer is clearly defined. Significant increase in admission numbers. Pupil Premium children to make accelerate progress in Mathematics, Reading & Writing during the 2024-25 academic year. 	 There is a clear Wrap-Around Care offer which is communicated to families. Wrap Around Care has a program of engaging activities which are varied and meet the needs of all age ranges. Enhance Families understanding of the behaviour & relationship policy Parents have clear expectations regarding communication at Somerdale.
Curriculum	Staff support & Development
All year groups meet the school's curriculum expectations in Science, Geography & History.	To further develop LSAs role in supporting children within the classroom & with SEND.
Behaviour & Safety	Site & Admin
 Pupils are confident communicating and modelling the set of beliefs and behaviours which underpin the school's pupil culture. Development of play during break & lunchtimes. 	Introduce a new 3-year IT plan to support and enhance learning and effectively manage administrative tasks.





At Somerdale Educate Together we are...







Respectful

Ready to learn







An adult will give me a reminder of the agreed expectation,





I- Reinforce If I need another reminder, the adult will help me remember how to be respectful, safe and ready to learn,



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.



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,

When I come back to my classroom, an adult will talk with me, and they will also talk to my family.

Seclusion



 Internal 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.













Draft Behaviour & Relationship Policy

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.





Statutory Assessment Update

Reception - Good Level of Development

	2023		2024		2025	
	Somerdale	National	Somerdale	National	Somerdale	National
GLD	70%	67%	77%	68%	88%	70%*





Statutory Assessment Update

Year I Phonics

	2023		2024		2025	
	Somerdale	National	Somerdale	National	Somerdale	National
Phonics	80%	79%	89%	80%	90%	80%*





Statutory Assessment Update

Year 4 Multiplication Check

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	2023		2024		2025		
	Somerdale	National	Somerdale	National	Somerdale	National	
% of pupils scoring full marks (25/25)	59%	29%	40%	35%	63 %	39%*	
Average score (out of 25)	22.7	20.2	22.5	20.7	24.0	21.2*	







Successful Gold Reaccreditation





STRENGTHS OF CURRENT PRACTICE

This report is based on a virtual reaccreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good range of digital evidence.

It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

Strand A: Teaching and Learning about Rights

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

Strengths include:

- Passionate and confident pupils who understand the importance of rights and are empowered to drive change within their school. One of the adults commented, "It's become a way of life for them, it's how they think and feel." Conversations with the children demonstrated that they understand how their rights relate to all aspects of their lives.
- The school's culture and ethos, based on the Educate Together philosophy and skilfully interwoven with children's rights and wider human rights principles. As one of the adults explained, "The language of rights and respect is integral; children's rights underpin everything we do, it is the glue that holds everything together." The 'Ethical Curriculum' complements and frames the school's child rights approach.
- The highly effective leadership of RRSA at all levels, from pupil leadership through to the Trust Board. This whole school approach ensures the sustainability and consistency the school's child rights commitment. Of particular note is the way in that the school's deep engagement with rights is woven onto staff recruitment and induction; "New colleagues don't just learn about what we do but we help them to understand why we do it." said the headteacher.





Strand B: Teaching and Learning through Rights

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

Strengths include:

- The strength of relationships and the school's highly inclusive culture. These were evident in all interactions witnessed during the visit and were made clear by the way in which the children spoke about their duty bearers, "The adults really do respect our rights, they listen to us, help us to be safe and they make sure we get our right to an education." When asked about what makes them proud of their commitment to rights one ambassador said, "It's so good that nobody is discriminated against in our school."
- Positive relationships are promoted through the core values of dignity, respect and non-discrimination. A parent spoke of the strong sense of empathy demonstrated by the children. When things go wrong, a supportive and sensitive restorative framework is used; this explicitly refers to children's rights and encourages reflection as to how actions to respect the rights of others can be strengthened in the future.
- The children's deep awareness of the importance of all aspects of their health and wellbeing and their understanding that this is underpinned by rights. They spoke extensively about the importance of looking after all aspects of their health and the many ways in which they are encouraged to be aware of and talk about their emotions and their mental health.





Strand C: Teaching and Learning for Rights

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

Strengths include:

- A culture that routinely values and empowers the views and influence of the children, as one of them said, "We expect to have our opinions heard...it's not just all about the adults making the decisions." Through the school's innovative Listening Teams, children are directly involved in the realisation of the School Development Plan. Practical examples of children's ideas being acted upon are numerous and include their initiative to introduce a 'Worry Monster', this large model is accessible to all and is an additional way for children to share any worries or report incidents of bullying confidentially.
- Growing opportunities for children to engage in campaigning and speaking up for the rights of
 others locally and globally. Within the planned curriculum opportunities have been identified for
 each class to make their views known on a range of issues; examples included Y3 children writing





RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Create further opportunities for pupils and staff to revisit the origins and wider context of children's rights. Remember that the school has access to <u>RRSA training courses</u> and <u>RRSA</u> <u>Spotlight</u> staff training resources and the <u>Article of the Week</u> learning activities for pupils.
- Further develop opportunities for children and adults to be ambassadors for rights and the RRSA through your networks and in the local community.
- Build on the curriculum-based campaigning opportunities for children to challenge injustice, creating further opportunities for all year groups to be involved in advocacy work on children's rights. Consider using the UNICEF UK <u>Youth Advocacy Toolkit</u>.





Outdoors Masterplan - Phase 2, 3 & 4 2024/2025





Any Other Business?





