



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 feedback.	Forum Agenda sent to families based on feedback.	Member(s) of SLT to update families on each agenda item and allow further questioning.	Summary of feedback and actions sent to all 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 27 th January 2025	4pm/school hall
4	Friday 28 th March 2025	9am/school hall
5	Thursday 15 th May 2025	2:30pm/school hall
6	Wednesday 2 nd July 2025	9am/school hall



Forum Rules and Guidelines:

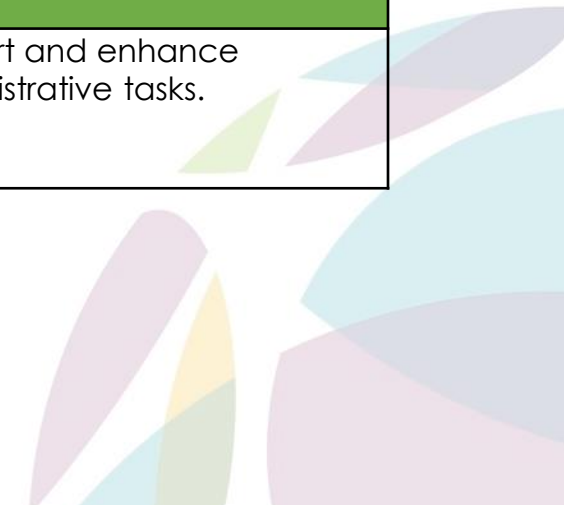
To ensure the meeting is constructive and respectful, we kindly ask that all participants follow a few simple guidelines:

- **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.



Somerdale Educate Together Development Plan 2024/2025

Teaching & Learning	Parents & Community
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> All year groups meet the school's curriculum expectations in Science, Geography & History. 	<ul style="list-style-type: none"> To further develop LSAs role in supporting children within the classroom & with SEND.
Behaviour & Safety	Site & Admin
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Introduce a new 3-year IT plan to support and enhance learning and effectively manage administrative tasks.



Statutory Data Overview 2023/24

Overview against National Averages (Visual Summary) 2023/24

Statutory Year Group	Somerdale	National Average
Reception	77% Good Level of Development	68%*
Year 1 Phonics	89% scoring 32+ out of 40	80%*
Year 2 Reading	87% Expected Standard	71%*
Year 2 Mathematics	87% Expected Standard	71%*
Year 2 Writing	53% Expected Standard	62%*
Year 4 Multiplication Check	Average Point Score 22.5 out 25	20.7%*
Year 6 Reading	Results will be published in December 2024.	
Year 6 Mathematics		
Year 6 Writing		
Year 6 Combined Reading, Writing & Mathematics		



Early Years Foundation Stage – Attainment (3 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.

	2022		2023		2024	
	Somerdale	National	Somerdale	National	Somerdale	National
GLD	57%	65%	70%	67%	77%	68%*
Average LG**	14.9	14.1	15.6	14.1	16.4	14.2*

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

Phonics Screening Check Year 1 - Attainment (3 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 2024 is a score of 32 or more.

	2022		2023		2024	
	Somerdale	National	Somerdale	National	Somerdale	National
Phonics	70%	75%	80%	79%	89%	80%*



Phonics Screening Check Year 2 - Attainment (3 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	
	Somerdale	National	Somerdale	National	Somerdale	National
Phonics	100%	87%	93%	89%	90%	90%*

Year 2 Teacher Assessment- Attainment (3 Year Trend)

How are judgments made?

Year 2 SATs results are formed by teacher assessment. Judgements are generated through consideration of children's performance in KS1 SATs tests (Reading & Maths) and evidence of progress against the Year 2 Teacher Assessment Framework. Writing Judgements are generated against the Teacher Assessment Framework (no tests involved).

	2022		2023		2024 Reporting Optional Since 2024	
	Somerdale	National	Somerdale	National	Somerdale	National
Reading % of children achieving the Expected Standard	84%	67%	73%	68%	87%	71%*
Reading % of children working at Greater Depth	32%	18%	23%	19%	33%	19%*
Mathematics % of children achieving the Expected Standard	84%	68%	70%	70%	87%	71%*
Mathematics % of children working at Greater Depth	13%	15%	10%	16%	27%	15%*
Writing % of children achieving the Expected Standard	55%	58%	43%	60%	53%	62%*
Writing % of children working at Greater Depth	6%	8%	10%	8%	3%	8%*

Year 4 - Multiplication Tables Check (MTC)- Attainment (3 Year Trend)

How are judgments made?

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

	2022		2023		2024	
	Somerdale	National	Somerdale	National	Somerdale	National
% of pupils scoring full marks (25/25)	47%	27%	59%	29%	40%	35%*
Average score (out of 25)	21.8	19.8	22.7	20.2	22.5	20.7*



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	
	Somerdale	National	Somerdale	National	Somerdale	National
Reading, Writing & Maths Combined % of children achieving the Expected Standard	No Year 6 Cohort at Somerdale Educate Together Primary School.		43%	60%	Results will be published in December 2024.	
Reading % of children achieving the Expected Standard			79%	73%		
Mathematics % of children achieving the Expected Standard			64%	73%		
Writing % of children achieving the Expected Standard			43%	71%		

Year 6 data can be compared against other schools at: <https://www.gov.uk/school-performance-tables>

Inspection of Somerdale Educate Together Primary Academy

Tiberius Road, Somerdale, Keynsham, Somerset BS31 2FF

Inspection dates: 1 and 2 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the key concepts pupils need to know and remember. This has resulted in gaps in some pupils' knowledge. Leaders should ensure that all curriculums clearly identify the essential knowledge pupils need to learn.
- Teaching in some subjects is not consistently based on a secure assessment of what pupils already know. This can mean some curriculum goals are not challenging enough. Leaders need to ensure that staff use appropriate checks to establish what pupils already know in order to plan teaching that deepens pupils' knowledge.

- Key concepts identified – all subjects have clearly defined curriculum progression maps.
- Secure assessment procedures in Mathematics, Reading, Writing.
- High Quality Teaching and Learning Framework

School Communication Plan



- School Communication plan launched in Term 2.



Pre-School Timings - Update

Our Pre-School day runs from 9am – 3pm.

For families taking up the 15 hours funded childcare place, on a Wednesday, our morning session is 9am – 12pm, our afternoon session is 12pm – 3pm.



Wrap-around Care- Update

- New Wrap-Around Care offer to be published at the end of Term 1.

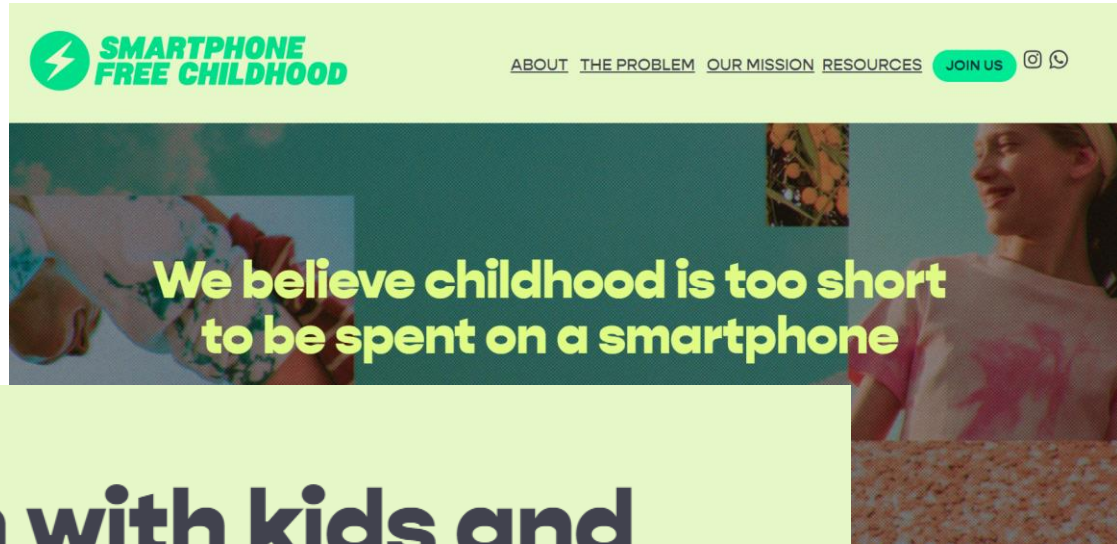


School Club Offer- Update

- **School Club offer will be published at the end of Term 1.**



Smartphone Free School Movement



What's the problem with kids and smartphones?

When children first started getting smartphones a decade ago, there was no research about their impact. Now there is, and it's overwhelming. Exposing children to things their brains aren't yet developed enough to deal with can cause a whole host of problems, from triggering anxiety and eating disorders, to opening the door to cyberbullying or sexual predators, according to the latest research.

When we give our children access to the whole world in their pocket, we give the whole world access to our children.



Smartphone Free School Movement



Harmful content

Smartphones act as a gateway to pornography, violent and extreme content. Often kids don't seek them out but are exposed to them via algorithms and messaging apps. Once seen, these things can never be unseen. **90% of girls and 50% of boys say they're sent explicit content they didn't want to see.**



Addiction

Tech companies intentionally make apps addictive, because the more time we spend, the more data they harvest, the more money they make. By leveraging dopamine circuits, they trigger brain responses akin to slot machine gambling. **1 in 4 young adults show signs of behavioural addiction to smartphones.**



Academic distraction

The average teen receives 237 smartphone notifications a day – one every few minutes – making focusing on schoolwork hard. Studies show that excessive smartphone use has negative impacts on academic performance. Children at schools with effective smartphone bans get GCSE's 1-2 grades higher.



Grooming

Sites like TikTok, Snapchat and Roblox are used by sexual predators to target children with their first smartphones, blackmailing them into sharing sexual content. **Sextortion is now the fastest growing crime against teens. Since 2022, there has been a 66% rise in 'self generated' sexual abuse imagery of children under 10.**

Smartphone Free School Movement



Cyberbullying

Disagreements between pupils used to stop at the school gate, now they follow kids wherever they go, 24/7. Young people who experience cyberbullying are twice as likely to attempt suicide and self-harm. One in six teens report being cyberbullied in the past month, according to the World Health Organisation.



Mental illness

Rates of depression, anxiety and suicide in young people have spiked globally since 2010, when children first began getting smartphones. The first generation to grow up with smartphones are now adults – data shows that the younger they got their first smartphone, the worse their mental health today.



Opportunity cost

Underpinning all these harms is one that is potentially the most significant of all. For the first time in human history, children are spending more time on devices than they are playing – an activity crucial to our healthy development. Smartphones are experience blockers, distracting children from engaging in the real world. The average UK 12-year-old now spends 29 hours a week – equivalent to a part-time job – on their smartphone. This leaves little time for the real world activities and relationships that enable us to learn the essential life skills we need to transition into adulthood. The average daily time that teens spend with friends has plummeted by 65% since 2010.

Smartphone Free School Movement

- Headteacher to attend Smartphone Free School webinars.
- Discussed with Local Governing Board in Term 2.
- Headteacher to discuss with local school who support movement
- Decision made in Term 3.



Packed Lunch Charter- Update



- Packed Lunch Charter being discussed with classes to support understanding.
- Updated Packed Lunch Charter sent to families in Term 2.



Any Other Business?

