Parent forum 30.09.26

Parent Forum Notes: School Development Plan

School Development Plan
The main focus of this Parent Forum was our School Development Plan (SDP) and our priorities for the year ahead.
We began by explaining how the SDP is developed. It is informed by a range of evidence, including:

- our outcomes and data from the previous year;
- trends across the previous three years;
- feedback and contributions from staff;
- pupil voice; and
- feedback from parents.

The plan has **three key priority areas**, which we discussed in turn, looking at the objectives within each priority and what we hope to achieve.

Priority 1: Inclusive Achievement

Our first priority focuses on ensuring **inclusive teaching and learning for all** children.
We discussed our work to further develop teachers' skills in adaptive teaching, so that teaching responds effectively to children's different needs and any barriers they may face in their learning.
Another important part of this priority is ensuring that our approach to early identification of additional needs is consistent from pre-school through to Year 6.
Writing, handwriting and spelling
Writing is a key whole-school focus this year. In particular, we want to improve children's transcription skills, including spelling and handwriting.

Parent question: How will we measure improvement in handwriting? How do we quantify this?
The children's handwriting at this point in the year provides a useful baseline. Our new handwriting scheme, Letter-join, includes assessments which enable teachers to assess handwriting more consistently.
Handwriting will be assessed at different points throughout the year so that teachers can identify progress and decide whether individual children need additional support. The next assessment point will be before Christmas, which will give teachers further information to share with parents.
Letter-join also provides intervention materials if additional support is required. Parents already have access to Letter-join as an optional homework resource. There are additional worksheets within the Resources section and home workbooks which parents can request from class teachers for the school to print. Following assessment, teachers will be able to advise parents more specifically about what would be most helpful for their individual child.
Inclusion Strategy

Another objective within this priority is to develop and monitor our new Inclusion Strategy.
The Inclusion Strategy sets out our whole-school approach to ensuring that all children can participate, belong, learn and achieve. It brings together our approach to identifying barriers, adapting provision and supporting children with differing levels of need. Importantly, inclusion is broader than SEND and is about making our school work effectively for all children.

Parent question: How does Inclusion Mainstream Funding differ from SEND or EHCP funding?
We explained that Inclusion Mainstream Funding is intended to support inclusion more widely, particularly by strengthening provision at a universal level. Our focus is on using this to increase inclusion and ensure that teaching, learning and provision are adapted effectively to meet a range of needs.
EHCP funding is different because this is additional funding associated with the identified needs of an individual child. Some children, for example, may require significant additional provision, such as individual TA support or Alternative Provision, to be able to access education. This level of need and provision is assessed through the relevant local authority processes.

Priority 2: Communication and Language, Reading and Writing

We discussed our aim to maintain strong reading outcomes while continuing to develop children's communication, language and writing.
Reading and writing are closely connected. Developing children as enthusiastic, confident readers supports their vocabulary, understanding of language and their development as writers.

Parent question: How would we currently rate our school library?
It is reasonable, but there is plenty of scope for improvement.
In previous years, parents have kindly helped us to organise the library. This was extremely useful and gave us a much better understanding of what books we actually have. We would now like to develop the collection further, with more up-to-date books which are engaging and relevant to today's young readers.
One parent suggested that we could strengthen our links with local and county library services, potentially helping families to access and order books through these connections.
We discussed how families do not necessarily access libraries as much as they once did. As a school, we would like to encourage this connection and help our children and families make greater use of our local libraries. Libraries have also previously provided suggested reading material which has been helpful.
Another parent commented that the school has previously shared recommended reading lists for each class, which they had found particularly helpful when choosing engaging, high-quality books for their child.

Priority 3: Belonging, Behaviour and Participation

Inclusion and diversity

The first objective focuses on further developing inclusion and diversity across our school, helping children to develop their understanding of different cultures, religions and lived experiences.
One parent reflected that, having grown up in a predominantly White British local area, moving to live in a city and other more diverse areas as an adult had initially been a culture shock. They felt they would have benefited from a greater understanding of different cultures, races and lived experiences as a child and therefore welcomed the school's focus on this area.

Behaviour, self-regulation and positive play
Objective 3.2 focuses on strengthening our approaches to behaviour, self-regulation and positive play.

Parent question: What happens if a child is bullied or if a child repeatedly displays poor behaviour?
Our starting point is our Behaviour Policy and, where appropriate, our Anti-Bullying Policy.
When an incident is reported, it is important that staff establish the context so that we are able to respond appropriately. For example, if a child says, "Bill has hit me", staff need to establish what happened before the incident, whether it was intentional or accidental, who witnessed it and any other relevant circumstances. Staff received training on this approach last year.
One practical change we have introduced this year is for staff to wear high-visibility vests at playtimes. This means:

- children can quickly identify an adult if they need help;
- adults are more visible around the playground;
- staff can more easily ensure that different areas are appropriately supervised rather than adults becoming clustered together.

We want children to know and feel that there is a clear staff presence around school.
Our Behaviour Policy provides clear guidance about behaviours that are unacceptable and appropriate responses. This is often a graduated response, although some incidents require a more immediate or escalated response.
Accurate recording of incidents is also important because this enables the school to identify patterns or repeated concerns.
We also discussed the importance of considering whether there might be an underlying need behind behaviour. Just as some children experience barriers to classroom learning, children can experience barriers relating to social interaction and emotional regulation. Where this is the case, it may be appropriate to follow a graduated SEND response alongside our approach to behaviour. Being inclusive means supporting and teaching children the skills they need while maintaining appropriate expectations for behaviour.
Where necessary and appropriate, the school's graduated response to serious or persistent behaviour may ultimately include suspension or exclusion.
At every level, communication and partnership with home are extremely important.

Parent follow-up question: A parent explained that their child had received a yellow card and that they had discussed the behaviour and supported the school at home. What happens where children do not have the same models of behaviour or level of support at home?

We acknowledged that this can be challenging and that positive parental engagement can make addressing behaviour much easier.
At the same time, behaviour can sometimes be a form of communication. Certain behaviours, particularly repeated or unusual behaviours, may raise questions about what a child is experiencing or may indicate a potential safeguarding concern. It is therefore important that we approach situations with an open mind while remaining appropriately cautious.
Responses will consequently need to be considered **case by case and child by child**. The most appropriate sanction or intervention for one child or circumstance will not necessarily be the same for another.
This does not mean that suspension or exclusion will not be used. Where these are considered necessary and appropriate, they will be carefully considered in accordance with the circumstances and school policy.

Reviewing the Behaviour Policy
With our newly formed School Council, one of our first actions will be to take the Behaviour Policy to the children and explore:

- what they think currently works well;
- what they find difficult;
- what they think could be improved;
- the rewards they value; and
- their understanding of consequences and sanctions.

Staff have already contributed their views and we also intend to seek parental feedback.
Behaviour, relationships and the dynamics between children change over time, so it is important that our policy is regularly reviewed and remains relevant to our children.

Pupil leadership and pupil voice
Objective 3.3 focuses on increasing pupil leadership and voice.
We already have several opportunities for children to take on leadership roles, including:

- Wellbeing Action Group;
- School Council;
- Green Team;
- Play Leaders; and
- soon, Reading Ambassadors.

We would like to expand these opportunities so that as many children as possible have an opportunity to contribute and take on responsibility.
One parent who was unable to attend the forum had emailed to ask how we could increase pupil voice more generally.
We discussed how pupil voice should extend beyond formal groups such as School Council. Throughout the year, we use questionnaires and surveys to gather children's views. For example, a pupil survey last year about playtimes helped inform how we organise playtimes and what is provided.
There are also structured opportunities for children to express their views through lessons such as PSHE and class assemblies.

Safeguarding

Objective 3.4 focuses on embedding a strong culture of safeguarding with pupils, staff and families.
We recognise that families can encounter safeguarding issues outside school and want parents to feel confident about how to respond, where to seek support and when to share information with us. Good communication between families and school has also been extremely helpful to us when responding to concerns.

Parent question: What happens to safeguarding information when children move to secondary school?
Safeguarding information is handed over as part of the transition process.
There is often discussion between the Year 6 teacher and relevant secondary school staff as part of children's transition. Where safeguarding information is involved, the Designated Safeguarding Leads (DSLs) from the primary and secondary schools will have a more detailed conversation to ensure important information is shared appropriately.
Once children officially transfer to their secondary school, relevant safeguarding records are transferred. Further communication can also take place where necessary, including where circumstances have changed during the summer transition period.
The priority throughout is to make sure that important safeguarding information follows the child so that appropriate support can continue during transition.

In Summary

Our three key drivers through the School Development Plan are:

- improving outcomes for all children;
- a particular whole-school focus on improving writing; and
- ensuring that every child feels that they belong, are included and can participate fully in school life.

The Parent Forum provided some really useful questions, suggestions and discussion around these priorities, particularly concerning handwriting, reading and our library, inclusion, behaviour, pupil voice and safeguarding.

A big thank you to all the parents who attended and contributed to the Parent Forum, and also to those parents who were unable to attend but contributed questions or feedback beforehand.

Parent feedback is always welcome. If you have thoughts, suggestions or questions about any of the areas discussed, please contact me at head@km-ps.co.uk.

Thank you for continuing to work in partnership with us to make our school the best it can be for all of our children.