



GRAFTON
PRIMARY SCHOOL

Date: 13.11.2025

Time: 9–10am

Attendees:

Headteacher

Parents

General notes – Headteacher Parent Forum

Notes:

Ofsted Feedback

- Discussing the delay on discussing ofsted until the official report is released.
- **Outcome:** *Outstanding* rating achieved.
- **Key Strengths Identified:**
 - Increased number of pupils with SEND, both nationally and within Barking & Dagenham.
 - Ofsted found that all pupils' needs are being effectively met. Safeguarding is effective and well-implemented.
 - Routines and policies consistently applied.
 - Wide range of clubs and school trips offered.
 - Attendance remains **high**:
 - National post-COVID average: **94%**
 - Pre-COVID average: **96%**
 - School attendance is currently rising towards the **96% target**.
 - Term-time holidays are rarely approved.
 - Strong and active governing body

Areas for Development

- **Writing** – Extend high-quality writing opportunities into science, history, geography, etc.
- **Reading/Phonics** – Further develop reading and phonics in Key Stage 2, with additional support where needed.

School Priorities: 3-Year Plan

- A new Ofsted inspection under a **revised framework** within 3 years.
- Focus on maintaining and strengthening Grafton's existing successes.

Leadership & Governance (Orange)

- Ensure leaders and governors *truly know* the school.
- Continue reflective practice: What are we doing well? What actions are needed for further improvement?

Curriculum, Teaching & Learning (Yellow)

- Ensure **every classroom** benefits from *good or better* teaching.
- Maintain **consistency and equality** across all classes.
- Adapt teaching for pupils with SEND.
- Teachers are responsible for *all 30 children* in their class, ensuring adaptation for all learners.

Personal Development (Green)

- Wide range of experiences beyond the classroom:
 - School trips
 - Workshops with visiting professionals
- Rights Respecting School:
 - “Rights Ambassadors” and *School Council, Reading Ambassadors*, active within school life.

Inclusion & Family Support (Blue)

- Continued focus on:
 - SEND pupils or disadvantaged pupils (Families and ethnic groups facing additional barriers, pupil premium, looked after children, persistent absentees etc)

Early Years – Nursery & Reception (Purple)

- Ensuring access to a wide range of experiences.
- Supporting:
 - Separation anxiety
 - Developing resilience and independence
 - Gross and fine motor skills
 - Early writing skills (forming letters)
- Goal: All children to achieve a **Good Level of Development (GLD)** by the end.
- Regular assessment checkpoints; working towards *expected* outcomes.

Assessment Overview

- **Phonics Screening (Year 1)** – June: 40 words read 1:1; pass mark 32–34.
 - Retest in Year 2 if not passed.
- **KS1 SATs (Year 2)** – Optional; in-class assessments only.
- **Multiplication Check (Year 4)** – Online test in May/June; 25 questions.
- **KS2 SATs (Year 6)** – Maths, English, Writing, etc.
 - Results improved slightly last year.
 - **Target for this year:** 75% combined target of pupils meeting expected standard.

Parent Questions

- *Why can't schools employ more additional teachers?*
→ Funding issue; allocation of additional adults depends on budget and government funding levels.
- *Why can't all classes have an additional adult in the class to support the teacher?*
 - *Additional adults support where need is, financial constraints limit deployment per class – deployment based on class need, (reduced government funding). In EYFS and KS1 there is an adult for all or most part of the day.*

Pupil Premium

- Additional funding provided for eligible families (approx. **£1,000 per child**).
- Families must complete the application form to receive support.
Funding supports:
 - Extra adults in class
 - Half-price uniforms
 - Subsidised clubs/trips
 - See pupil premium published statement
- The school has lost funding as fewer families have applied recently.

Upcoming Events

- **Workshop:** Times Tables
 - **Date:** 20th November
 - **Time:** 9:00–10:00 a.m.

Website Information

- The school website includes detailed **curriculum information**:
 - What's being taught in each subject
 - How parents can support learning at home

Parent Questions & Responses

1. Home Learning and Feedback

- Parents raised questions about the level and type of feedback children receive on home learning.
- School will review current home learning practices and ensure consistency in how feedback is provided.

2. Arbor – Payments and Receipts

- Some parents reported difficulties using **Arbor**, including missing receipts and duplicate payments.
- The school will:
 - Investigate the issue with Arbor's payment system.
 - Arrange a **workshop for parents** to support use of Arbor and explain how invoices/receipts work.

3. ClassDojo System

- Question: Is ClassDojo used across all classes?
 - **Answer:** Yes, it is used throughout the school.
- Next **Parent Forum** will focus on the **ClassDojo reward system**, including:
 - How children earn points for positive behaviour.
 - Reward structure (e.g., 10 points = sticker, 50 points = extra playtime).
 - Investigating parent login options to improve visibility and communication.

4. After-School Conversations with Teachers

- Question: Why are after-school conversations with teachers now limited?
 - **Headteacher's Response:**
 - The education system has changed significantly over the past two years, and teachers now hold greater responsibilities.
 - There is increased national focus on teacher wellbeing and managing workload effectively and Grafton, I must ensure that the well-being of our staff is priority. Parents are encouraged to book an appointment if they need a longer or private discussion.

- School gates shut at 3:30pm site has to be secure- teachers also have to get to other tasks/ meetings etc. They are contracted until 3:30pm.
- The school's main priority is ensuring that *each child is happy, safe, and settled in the classroom.*

5. Ensuring Adaptations for Every Child

- Question: How are you ensuring adaptations are being made for every child? How can a teacher be responsible for learning of 30 pupils who might all be different?
 - When teachers enter the profession, they follow national Teaching Standards, which include adapting teaching for all pupils.
 - Leaders ensure this through a strong programme of CPD and training, much of which focuses on SEND and inclusion.
 - Recent professional development included staff visiting five different schools to observe teaching and learning approaches.
 - Teachers adapt learning through:
 - Grouping pupils appropriately
 - Providing targeted feedback when marking books
 - Implementing interventions where progress is slower
 - Quality assurance takes place regularly, with senior leaders and external visitors observing lessons and reviewing books.
 - The same principle of adaptation applies to home learning, ensuring all pupils can access learning in a way that suits their needs.

6. Multiplication Club and Communication

- Question: Is there an email or notice to confirm which pupils will be attending the multiplication club?
 - Response: Yes, a letter will be sent out this week with all details.
 - The headteacher also mentioned personally supporting the multiplication club sessions.

7. Home Learning Suggestions—Parents discussed home learning tasks and the reliance on computer-based activities.

Some parents suggested including more practical or written options alongside online work.

- The school will review the balance of digital vs. non-digital home learning.
- A possible future Parent Forum will be organised to discuss *home learning expectations and feedback.*
- Year 4 staff are also reviewing computing-based home learning tasks to ensure all pupils can complete them successfully.

