



The Forest Federation  
of Soudley, Steam Mills and Woodside Primary Schools

Dear Parents and Carers

25<sup>TH</sup> Sept 2025

Please see information below and contact the school if you have any questions.

### **Information for parents about National Curriculum assessments**

These assessments are at key points in the primary school 'journey' however the schools assess in a variety of ways on a daily/weekly/termly basis to inform day-to-day teaching, as best practice.

Reception baseline information:

[Reception baseline assessment: information for parents](#)

Phonics screening check (Year 1 with resit in Year2):

[Phonics screening check: information for parents](#)

Optional Key Stage 1 tests (Year2):

[Optional key stage 1 national curriculum tests: information for parents](#)

Multiplication test (Year 4):

[Multiplication tables check: information for parents](#)

Key Stage 2 tests (Year 6):

[2026 key stage 2 national curriculum tests: information for parents:](#)

### **Special Educational Needs provision**

Nationally, there is a lot of bad press about special needs provision in schools and we are increasingly finding presumptions in new families that this is the case on a local level. It is very rare for us to have concerns raised about our provision. Please take note of the following external findings at our schools and contact the school SENCOs, teachers or senior leadership team if you have any queries. Whilst many of the comments apply to SEN provision, all children benefit.

**Soudley Primary School** SEND review May 2025:

The SENDCo is a highly experienced and resourceful practitioner, who takes every opportunity to update her SEND knowledge and skills, supporting the executive headteacher to build an inclusive whole-school community for SEND that prioritises the school's values and ethos. The SENDCo has ensured that learning has been personalised to support the SEND needs of pupils with complex communication and interaction, and social, emotional and mental health needs. The school has established an effective tool-box of interventions, strategies and resources which includes drawing and Lego therapy, play therapy, ELSA and, more recently, two nurture-focused spaces. In these classrooms the Shine Together approach is deployed that focuses on developing pupils' language skills, their emotional regulation, their sensory integration needs through bespoke sensory boxes,

and social, emotional and mental health through adapting appropriate resources. This has enabled the school to integrate the support of pupils with SEND needs more effectively, and build 'calmer classrooms' so the team of support staff can skilfully implement the strategies and interventions those pupils require. This has ensured that these children flourish, and continue to make progress that is aligned to their developmental needs. The calm atmosphere and strong relational practice between pupils and staff highlighted that pupils' behaviour is well-supported and managed skilfully within the classroom. All pupils spoken to on this visit were polite and very keen to talk enthusiastically about their learning.'

**Steam Mills Primary School:** Ofsted Feb 2022:

'This is a caring and inclusive school. Leaders work with integrity to secure positive outcomes for pupils. Staff support each other well, sharing their skills and expertise. This helps to create a supportive and friendly ethos. Consequently, pupils, including those with special educational needs and/or disabilities (SEND) achieve well, not just academically, but also in their personal development. High expectations are set right from the start. A theme of respect ripples through school life. Pupils have positive attitudes and are tolerant. Teachers assess how pupils learn the curriculum, adapting learning as needed. As a result, pupils achieve well. Staff work hard to include all pupils, including those with SEND, in all aspects of school life. Disadvantaged pupils and pupils with SEND have strong support. For example, staff provide extra teaching to explain new ideas before these are used in the main lesson.'

**Woodside Primary School:** Ofsted July 2023:

'Pupils and staff at Woodside Primary School have strong, respectful relationships. Staff know pupils well. Pupils talk to staff if they have a problem because they know they will get support. Pupils understand the school values that teach the importance of respect for other people. Staff have high expectations of pupils. Consistent routines ensure that the school is a calm and purposeful place. Pupils have positive attitudes and are keen to engage in learning. Pupils feel safe at school. They behave well. Teachers adapt their teaching well to support pupils with special educational needs and/or disabilities (SEND). These pupils get the support that they need in order to progress through the curriculum. Teachers make sure that pupils in mixed-age classes learn ageappropriate content. Teachers use assessment well. They check on how well pupils are learning the curriculum. They use this information to identify gaps in pupils' knowledge and close them. Teachers help pupils to overcome misunderstandings and apply their knowledge accurately.'

Best wishes,

Mrs Davis

Executive Headteacher