Thank you for joining

We will be Starting at 2pm

If you have questions during the meeting – please unmute and ask, raise the hand too, or add to the chat.

**Microsoft Teams meeting**

**Join:**
https://teams.microsoft.com/meet/372997270830901 6?p=OFdoHXP3W2MEBf4I6U

Meeting ID: 372 997 270 830 901 6

Passcode: ko2xZ2sv

# FEDERATION
# PARENT UPDATE MEETING

**WITH MR. GUEST**

## Tuesday 17th November 2026

**2pm –online**

*Parents are invited to attend a Parent update meeting*

*Updates will include:*

**Curriculum update | Development Priorities | Attendance and Punctuality**

**Christmas Events| Parent Voice Feedback | PSHE consultation and more**

Plus - time for parent questions and feedback







# FEDERATION
# PARENT UPDATE MEETING

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## Tuesday 17th November 2026

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*Agenda:*

**Curriculum update | Development Priorities | Attendance and Punctuality**

**Christmas Events| Parent Voice Feedback | PSHE consultation and more**

Plus - time for parent questions and feedback







**Who is Mr. Guest?**

Experience, Beliefs, Passion

# New Federation Deputy Head – Mrs. Richards

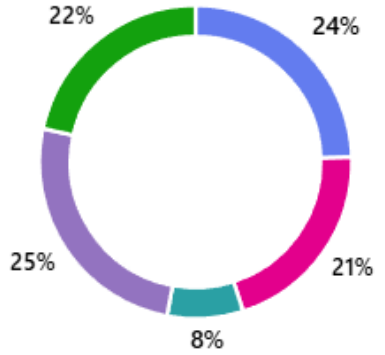
- We have appointed a new Deputy Head Teacher who will start in January.
- She will have a big focus on teaching, learning and assessment and supporting and developing staff.

# Parent Questionnaire Feedback

Federation Data:
102 responses taken in October 2026 representing approximately 123 children (39% response rate)

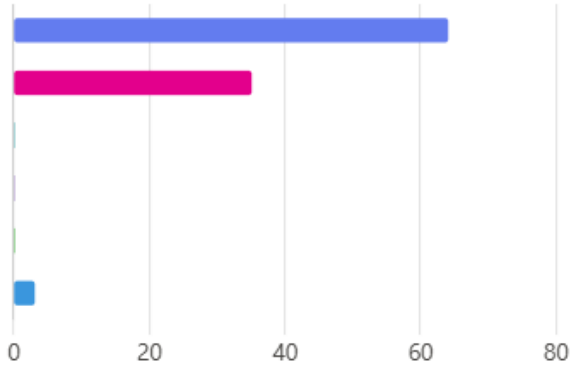
1. Which school does your child go to?

| | |
|---|---|
| Gayton | 25 |
| Stoke Bruerne | 21 |
| Tiffield | 8 |
| Yardley Gobion | 26 |
| Whittlebury | 22 |




5. My child feels safe at this school.

| | |
|---|---|
| Strongly Agree | 64 |
| Agree | 35 |
| Neither agree nor disagree | 0 |
| Disagree | 0 |
| Strongly disagree | 0 |
| Don't know | 3 |

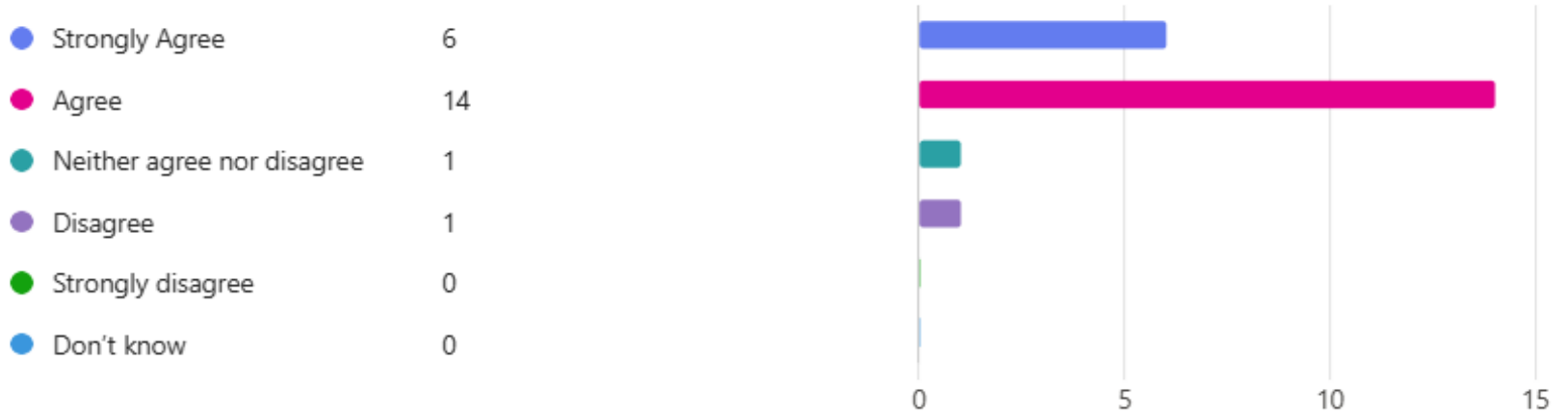


# Parent Questionnaire Feedback - SEND

10. Does your child at this school have special educational needs and/or disabilities (SEND)?



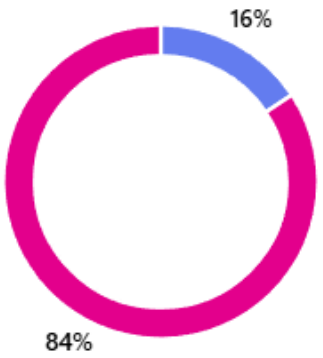

11. My child has SEND, and the school gives them the support they need to succeed.



# Parent Questionnaire Feedback – Flexi-School

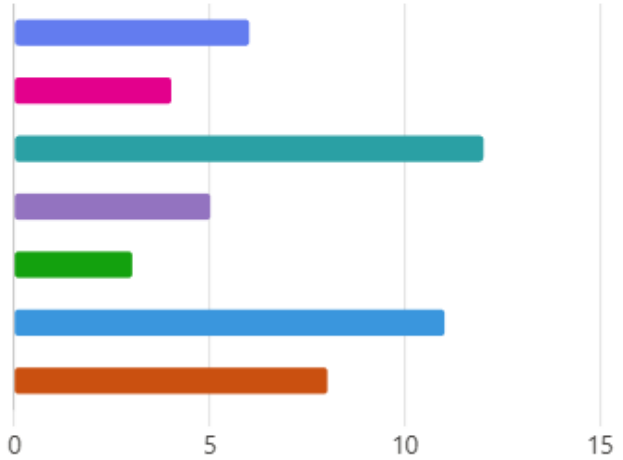
16. Is your child flex-schooled

| | |
|---|---|
| Yes | 16 |
| No | 86 |



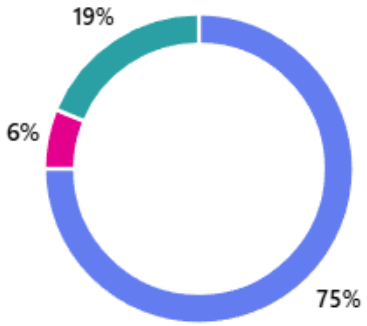

19. What reason(s) best describes why you are using the Flexi-school approach?

| | |
|---|---|
| My child's age | 6 |
| My child's special educational needs | 4 |
| Spending more time with my child | 12 |
| Personal choice | 5 |
| Fits around family life / other commitments | 3 |
| Enables my child to access other activities | 11 |
| Other | 8 |




20. If the flexi-school option was not available - what educational would best describe what you would be doing?

| | |
|---|---|
| Full time Elective Home Educating (EHE) | 12 |
| Full time in school | 1 |
| Other | 3 |



# Parent Questionnaire Results

## The Forest CE Federation Results – Autumn 2026

*All figures as percentages*

| School Results | Federation ^ Positive | National* Positive | Difference between School and National |
|---|---|---|---|
| My child is happy at this school | 96% | 83% | 13% higher than National |
| My child feels safe at this school | 100% | 85% | 15% higher than National |
| The school makes sure its pupils are well behaved. | 96% | 78% | 18% higher than National |
| The school communicates well with me about the things I need to know | 94% | 76% | 18% higher than National |
| The school gives them the support they need to succeed | 99% | 78% | 21% higher than National |
| When the school makes decisions, it has the child's best interests at heart? | 95% | 75% | 20% higher than National |
| The school makes me aware of what my child will learn during the year. | 98% | 90% | 5% higher than National |
| I would recommend this school to another parent. | 99% | 83% | 16% higher than National |

^Federation Data: 102 responses taken in October 2026 representing approximately 123 children (39% response rate)

*National: Ofsted Parent View responses received for maintained schools and academies and independent schools in England between 10 November 2025 and 7 September 2026

Positive is the combined total of Strongly Agree and Agree responses

# Parent Questionnaire Comments

I feel that the school and federation do a good job of creating a safe, welcoming and enjoyable environment in which children can learn, develop and thrive. Providing a place where children feel safe, happy and supported is fundamental to their education, and this is something the school does well. (GAYTON)

Teachers seem to have the time to spend time with every child. I love that the children can freely move around and aren't stuck to their seats for hours at a time. I also love that [my child] is surrounded by children differing from her age. (TIFFIELD)

Everyone is treated like one of the family which makes it such a friendly, nurturing and safe environment. Children are treated like individuals which means they are stretched where they need to be, they're allowed to be curious and to dive into areas that interest them. It's also lovely to see how behaviours like kindness are appreciated and how the older children help and nurture the younger ones. (STOKE BRUERNE)

The continuous provision has always been a strong pull for me as well as the flexi schooling. Having this as an option is just a complete game changer and sets this federation far above other schools in my opinion. I feel with this approach the federation sees children as children and not numbers that must conform to a set pattern. You see the children that is evident. (WHITTLEBURY)

You can tell there's a genuine interest and care of the wellbeing of the pupils. It has always felt like a warm community. The encouragement for older children to care for the younger ones/the joint engagement between year groups. I get the sense of a caring nurturing attitude from the older children to the younger children. (YARDLEY GOBION)

# *The Forest Federation*

## *School Improvement Plan*

## *2026 - 2027*

**1. Ambitious curriculum**

**2. Secure staff subject knowledge**

**3. Effective learning process**

**4. Purposeful Assessment**

**5. Developing Leaders**

**6. Inclusion**

**7. Distinctly Christian Characteristic**

| | | | |
|---|---|---|---|
| | **The Forest Federation**<br>**School Improvement Plan**<br>**2026 - 2027** | *Subject / Area:* | *Federation* |
| | | *Lead Staff / Team:* | *Stuart Guest / SMT* |
| | | *Link Governor:* | *Full Governing Body / Scrutiny* |
| | | *Budget:* | *Various* |

## 1. Ambitious curriculum

- **Phonics** approach is reviewed including **scheme, assessment and intervention**
- **Writing** approach **is** understood and delivered effectively
- **Mathematical pedagogy** and practice are consistently understood and applied across the school.
- An wide **enrichment offer** both in school and out of school in delivered

## 2. Secure staff subject knowledge

- Staff receive a **quality CPD programme**
- Staff receive **personalised CPD** and support based on individual development needs

## 3. Effective learning process

- **Adaptive teaching** is **embedded** in **all subjects**
- **Ensure clarity of approach to the delivery of multi-age class learning**

## 4. Purposeful Assessment

- **Effective Assessment for English and Maths**
- **All non-core subjects** have a **relevant** and **effective approach** to **assessment of learning.**

## 5. Developing Leaders

- Senior Leaders have opportunities to further development **leadership skills**
- Leaders build **subject specific knowledge** and **leadership experience to then develop others, drive standards, raise subject profile**

## 6. Inclusion

- **SEND pupils** are effectively **supported** and progress well
- **Therapeutic** and **trauma information practice** permeate provision

## 7. Distinctly Christian Characteristic

- **Christian values** are embedded into **school life**
- **Spirituality** is embedded into **school ethos** and **across the curriculum**

# Pupil Outcomes – KS2 (Federation as a whole)

| % Achieving the expected standard | | | | |
|---|---|---|---|---|
| **Subject** | **2025-2026** | | | |
| | **Cohort** | **Federation** | **National** | **Federation vs National - difference** |
| Reading, Writing & Maths combined | **38** | **68%** | **63%** | 5% |
| Reading | **38** | **79%** | **75%** | 4% |
| Writing | **38** | **79%** | **73%** | 6% |
| Maths | **38** | **82%** | **75%** | 7% |
| GPS | **38** | **74%** | **74%** | 0% |
| Science | **38** | **84%** | **82%** | 2% |

| **Average Scaled Score** | **Cohort** | **Federation** | **National** |
|---|---|---|---|
| Reading | 37 | 105.5 | 106 |
| Maths | 37 | 105.3 | 105 |
| GPS | 37 | 104.9 | 105 |

***Individual school data on its own must be treated with caution due to potentially small numbers of pupils**

# School Values - Current

## Vision Statement

‘Small enough to care. Large enough to inspire Valuing all God’s children ‘
‘All things are possible for one who believes’ *Mark 9 v 23*

## Curriculum Values

- **Confidence**
- **Creativity**
- **Christianity**
- **Community**
- **Curiosity**

## Collective Worship Values (Themes)

| Collective worship Values Year A | |
|---|---|
| Autumn 1 | Generosity |
| Autumn 2 | Compassion |
| Spring 1 | Courage |
| Spring 2 | Forgiveness |
| Summer 1 | Friendship |
| Summer 2 | Respect |

| Collective worship Values Year B | |
|---|---|
| Autumn 1 | Thankfulness |
| Autumn 2 | Trust |
| Spring 1 | Perseverance |
| Spring 2 | Justice |
| Summer 1 | Service |
| Summer 2 | Truthfulness |

## Christian Values



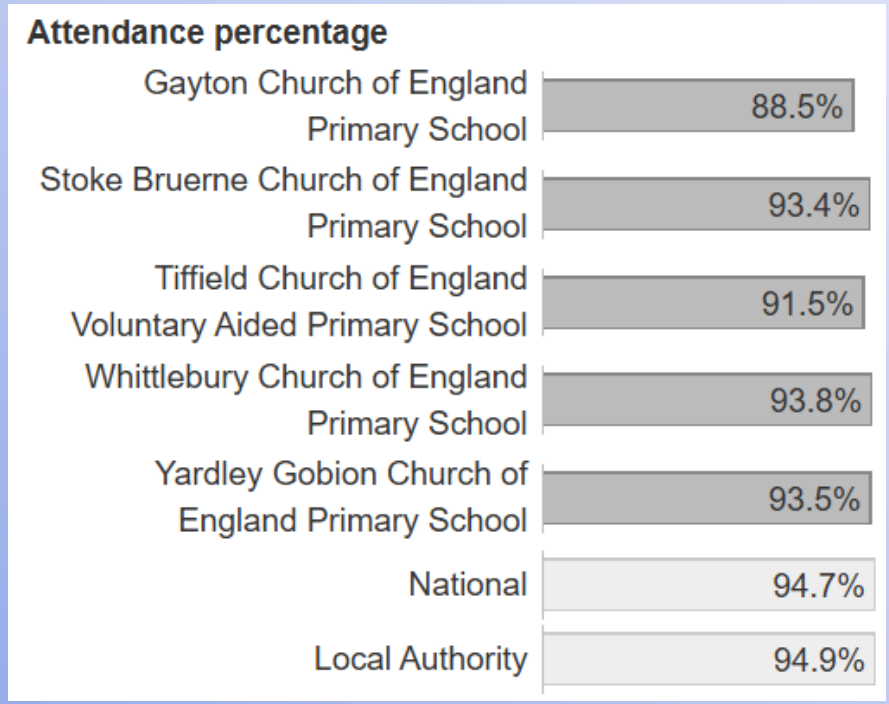
# School Values – Next Step

- *Gather views about the school values*
- *Consider with The Ethos Committee (to include feedback from pupils, parents, staff and governors) any potential changes to the school vision and values*

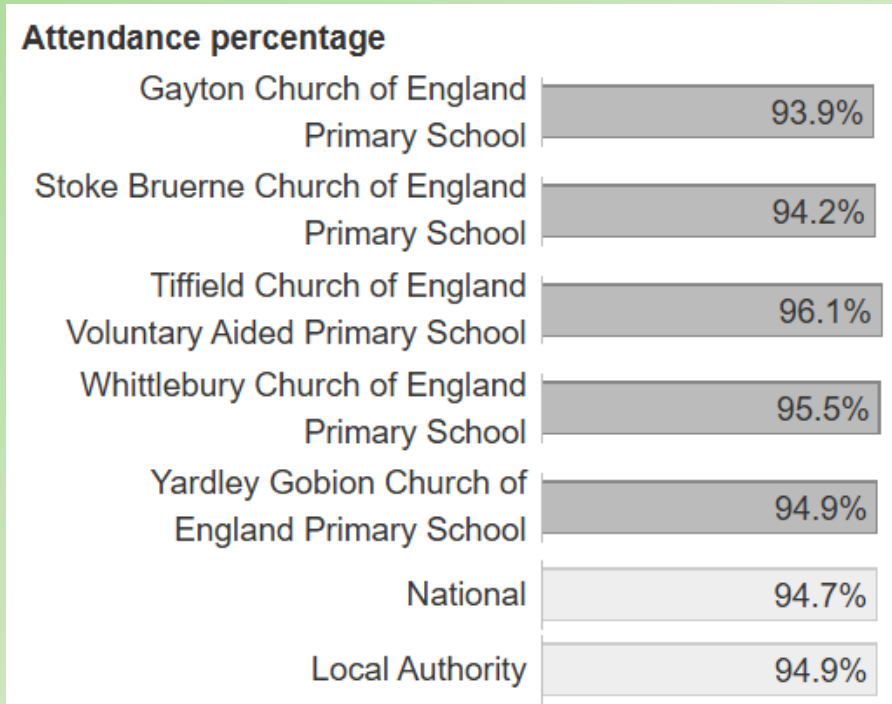
# Attendance update

# Federation vs National (2025-2026)

## Including Flexi-school data



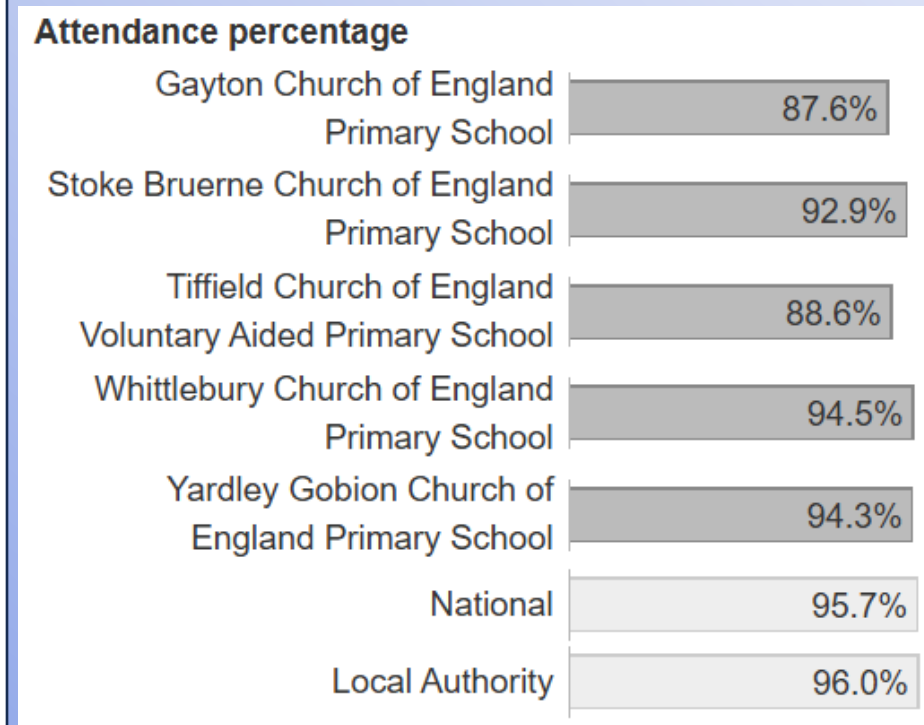

## Excluding Flexi-school data



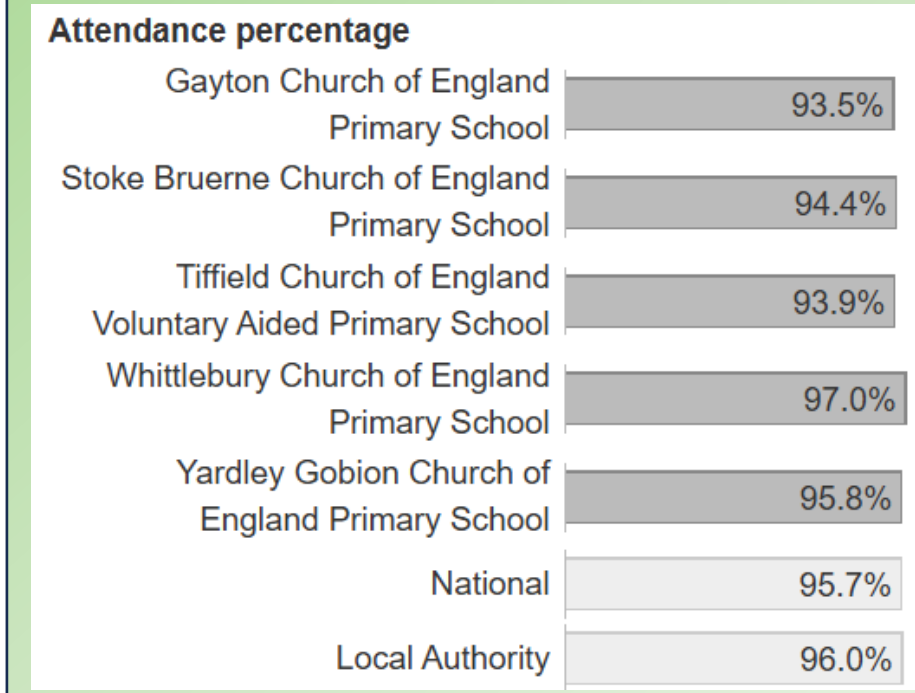

- Flexi-school children are coded with an **Authorised Absence** for days where their flexi-days are non-school and is **statistically** classed as an **Absence**
- This is based on Department for Education statutory attendance guidance.
- This affects the published attendance figures for the schools
- We produce internal analysis of attendance by omitting flexi-school data

# Federation vs National (2026-2027) – to 16/11/26

## Including Flexi-school data




## Excluding Flexi-school data



# PSHE

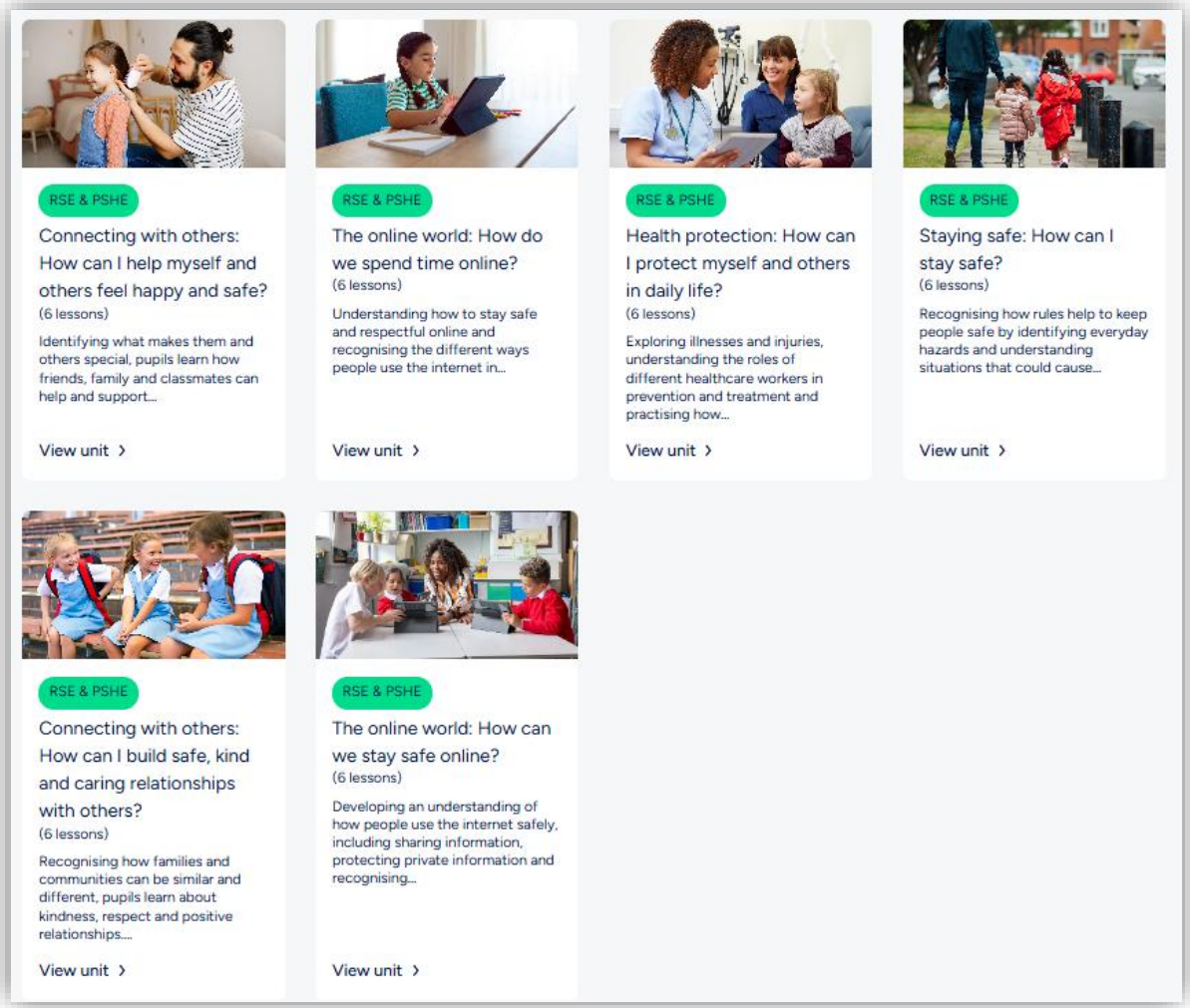
- *New guidance came into force September 2026*
- *Kapow (who provides our curriculum for PSHE) have updated their content to reflect the new guidance*
- *Key areas of parental questions are typically around relationship education, puberty, body parts, reproduction, different family types.*
- *Our units are taught on a two year cycles with the mixed aged classes.*
- *2026 -2027 – Cycle A*
- *2027 – 2028 – Cycle B*

*However – every year*
*Year 5 – Puberty (Summer Term)*
*Year 6 – Reproduction and Pregnancy (Summer Term)*

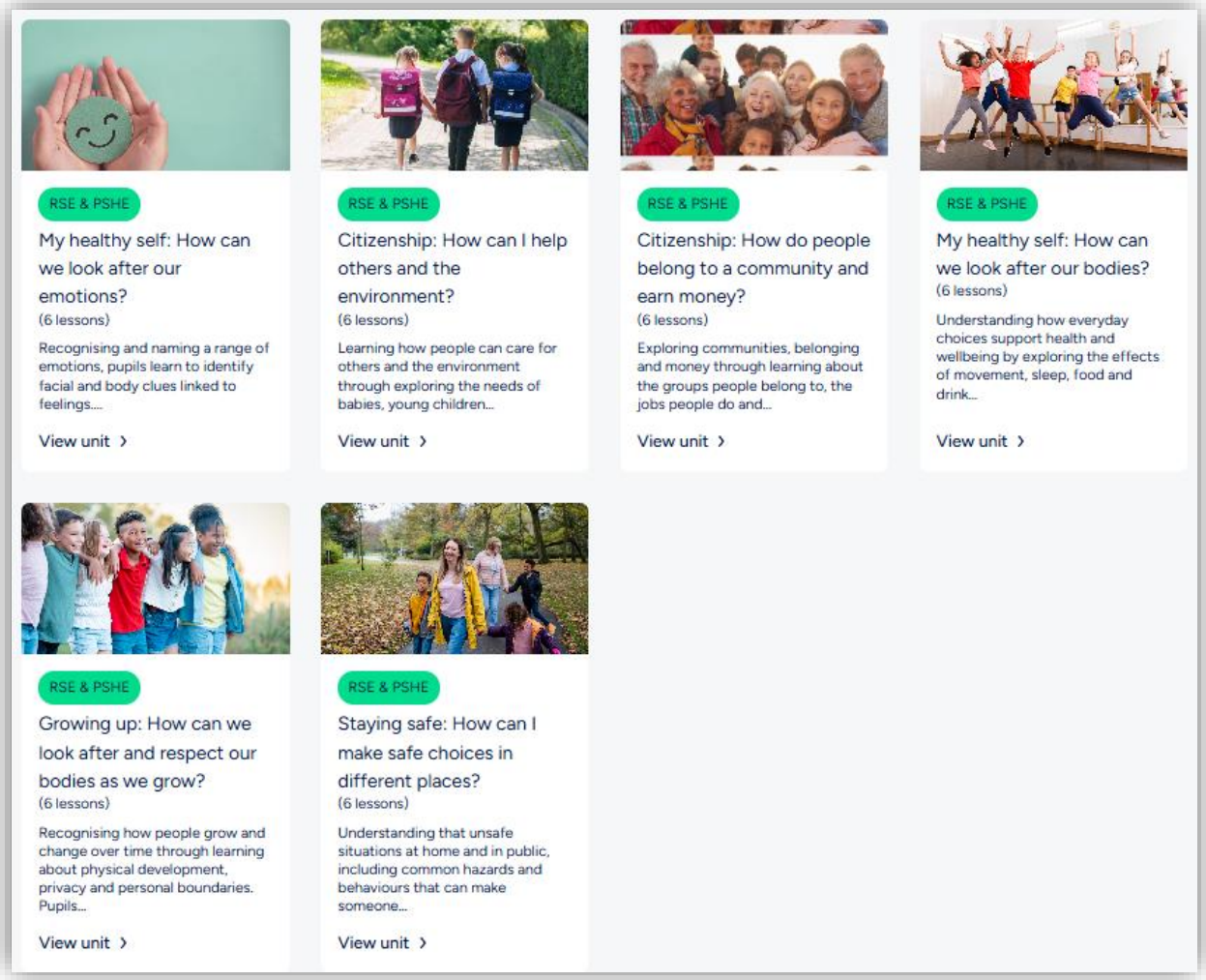
*As these are updated units – we will be looking through them in detail to ensure they meet the needs of our children and are respectful of the Christian Ethos of the school – We will share the materials with parents in those year groups before the units are taught*

# PSHE – Example - Year 1 and 2

*2026 -2027 – Cycle A*




*2027 – 2028 – Cycle B*



# PSHE – Year 5

**Year 5 - Growing up: How can I manage**
Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships.

## Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Explain what puberty is and why it happens.
- ✓ Describe the physical changes that occur during puberty, using correct scientific vocabulary.
- ✓ Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness.
- ✓ Describe the range of emotions that may be experienced during puberty and explain why these can change over time.
- ✓ Identify trusted adults and people they can talk to for support or advice.
- ✓ Describe what a period is, why it happens and how it can be managed, including naming different products.
- ✓ Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect.
- ✓ Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.



### Lesson 1: How will my body grow during puberty?

✓ To discuss the physical and emotional changes that happen during puberty.

Get started ›



### Lesson 2: How can I keep myself clean and hygienic?

✓ I can explain how good hygiene helps me look after my body, including my private parts.

Get started ›



### Lesson 3: How can we treat others with kindness during puberty?

✓ To recognise how to treat others with kindness during puberty.

Get started ›



### Lesson 4: How can I manage my emotions and feelings during puberty?

✓ To identify emotions that may change during puberty and know who to talk to for support.

Get started ›



### Lesson 5: What is a period?

✓ To describe what a period is and how to manage it.

Get started ›



### Lesson 6: How can I challenge behaviour which crosses personal boundaries?

✓ To recognise personal boundaries and know how to respond when they are crossed.

Get started ›

Ideal delivery: Boys and Girls separate for certain sessions with same sex teacher
Consideration for cross federation lessons

# PSHE – Year 6

Year 6 - How do people become parents and carers?
Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born.

## Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Use scientific vocabulary to describe private body parts and explain why this is important.
- ✓ Ask questions safely and respectfully.
- ✓ Explain conception and name the body parts involved.
- ✓ Order the stages of pregnancy and describe how a foetus develops.
- ✓ Recall different ways babies can be born.
- ✓ Explain how families are formed.
- ✓ Describe babies' needs and how caring for a baby affects daily life.
- ✓ Explain what consent means and recognise when it is or is not given.
- ✓ Recall the legal age of consent in the UK.



### Lesson 1: Which words can we use to describe our private body parts?

✓ To use the correct scientific vocabulary to name private body parts respectfully.

Get started ›



### Lesson 2: How are babies made?

✓ To describe how a baby is made using scientific vocabulary.

Get started ›



### Lesson 3: What happens in pregnancy and how are babies born?

✓ To understand the stages of pregnancy and the different ways babies are born.

Get started ›



### Lesson 4: How are families formed?

✓ To recognise that families can be formed in different ways.

Get started ›



### Lesson 5: How does life change after having a baby?

✓ To consider some of the responsibilities of having a baby.

Get started ›



### Lesson 6: What is consent?

✓ To understand what consent means.

Get started ›

Ideal delivery: Boys and Girls separate for certain sessions with same sex teacher
Consideration for cross federation lessons

# Forest Federation Enrichment Plan

**New core enrichment offer** to provide for all children – **beyond the statutory curriculum**.



**Civic engagement**

For example, volunteering, school and college democracy and community engagement



**Arts and culture**

For example, taking part in and having live experience of music, art, dance, theatre and other expressive arts, and visits to museums and galleries



**Nature, outdoor and adventure**

For example, time outdoors, climate education and sustainability projects, gardening, residentials and camps



**Sport and physical activities**

For participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college, attending live events



**Developing wider life skills**

For example, STEM-related enrichments, cooking, debating, and managing finances

# Forest Federation Enrichment

- This is one aspect of our plan
- These will be 40 or 50 childhood activities that will be built into our curriculum and planner.
- Some will be class specific and others community based.
- Examples could include things from Nature, Art, Reading, Cooking, Science, Outdoor Education.

**Why?**

- Not all children have the same opportunities; this is a key part of supporting all pupils to enjoy and experience childhood.



# The Forest Federation - Inclusion plan





# Autumn Events

- Harvest
- Parents' Evening
- McMillan
- Remembrance
- Children in Need
- Forest School
- Nativities
- Christmas (incl last day – finish 1pm – children will have their usual school dinner)

# The Forest Federation

## Advent of Values

**Tuesday 1st December**

**Generosity**

Share your time with someone today. Sit and listen to them or offer help.





# Questions, Comments, Ideas, Suggestions