



Our Ref: gov_ag/Sum26/TM
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Date: Tuesday, 16 June 2026

To: The Governors of Inmans Primary School,

I give below the agenda for the meeting of the governing board of Inmans Primary School, which is to be held on **Monday 29 June 2026 at 6.00pm**. If you are unable to attend the meeting please inform this office at the earliest opportunity, in order that meetings without a quorum can be identified in advance.

The Governor Support Officer who will facilitate your meeting is Toni Massey who can be contacted on toni.massey@eastriding.gov.uk

In order to expedite business, governors are asked to submit a request to the Chair before the meeting regarding any urgent items which they wish to raise under any other business. Inclusion of any other business is at the discretion of the Chair.

I would like to take this opportunity to remind you that notification of any items to be added to the next agenda should be submitted to this office no later than three weeks before the next meeting.

A G E N D A

1 Apologies for Absence

To receive any apologies for absence.

2 Consent for Absence

To consider giving consent for individual governors to be absent from this meeting where apologies have been received.

Section 1: Procedural Agenda Items

3 Confirmation of any items to be raised under any other urgent business

Please note: any items that are to be raised **must** be agreed by the Chair prior to the meeting.

4 Declaration of Interests

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

Merlin Joseph

Executive Director of Children, Families and Schools

5 **Membership**

Governors must ensure their membership details held are correct and advise the Clerk or update details on HERE for Schools www.hereforschools.co.uk

- a) to note the current governor vacancies are for one Authority governor;
- b) to note the resignation of Sarah Daniels as a Co-opted governor from 31 July 2026;
- c) to note the appointment of Francesca Lelke as a Parent governor for a four year term from 8 May 2026.

6 **Minutes**

Enclosure

To authorise the Chair to sign the minutes of the meeting held on 16 March 2026.

7 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

8 **Governor Actions**

Enclosure

To review any actions from the previous meeting.

9 **Committee Minutes**

Enclosure

To receive for information any minutes/reports from all committees.

- a) Resources Committee – 1 June 2026.

Governors are reminded that minutes of all committee meetings must be taken and forwarded to the next governing board meeting for noting in accordance with the School Governance (Roles, Procedures and Allowances) England Regulations (2013). At the next committee meeting the minutes should be formally signed if they are agreed. If amended or not agreed, they should be forwarded to the next meeting of the governing board for noting.

Section 2: School Improvement Agenda Items

10 **Headteacher's Report**

Enclosure

To receive the Headteacher's termly report.

11 **School Development Plan 2025/2026**

Enclosure

- a) to receive the School Development Plan 2025/2026 update;
- b) to consider the governing board's objectives regarding the school's development and their own development as part of leadership and management.

- 12 **Safeguarding Report** Enclosure

To receive the termly update report.

Section 3: Approval of Policies and Reports

- 13 **Equality, Diversity and Inclusion Policy** Enclosure

To consider the policy for approval and adoption.

- 14 **Market Supplement Policy and Procedure for Managers** Enclosure

To consider the policy and procedure for approval and adoption.

- 15 **School Policies** Enclosure

To consider the following school policies for approval and adoption:

- a) Accessibility Plan;
- b) Health and Safety Policy 2026

Section 4: Governing Board Items

- 16 **Governor Visits** Enclosures

To receive the following governor visit reports:

- a) Susie Rix (Outdoor Learning) – 25 February 2026;
- b) Susie Rix (Y2 Fire Department Visit) – 4 March 2026;
- c) Susie Rix (Fire Drill) – 11 March 2026;
- d) Susie Rix (DT & Science) – 11 March 2026.

It is recommended that governors develop an annual governor visit plan which supports the School Development Plan. All governors should be aware of the plan and their responsibilities.

- 17 **Governor Development and Training**

To note that all training details are available on the CPD website www.hereforschools.co.uk or through the [NGA Learning Link](#).

- 18 **Any Other Urgent Business**

Only items identified at the beginning of the meeting to be discussed.

- 19 **Review of Actions**

To review the actions agreed in the meeting.

- 20 **Future Meetings**

To agree the date and time of future meetings.

PART B

Confidential – Not for Publication

21 **Confirmation of items to be raised under Any Other Urgent Business of a Confidential Nature**

22 **Declaration of Interest on any item on the agenda**

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

23 **Minutes**

Enclosure

To authorise the Chair to sign the minutes of the meeting held on 16 March 2026.

24 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

25 **Committee Minutes**

Enclosure

To receive for information any minutes/reports from all committees.

- a) Resources Committee – 1 June 2026.

Governors are reminded that minutes of all committee meetings should be taken and forwarded to the next governing board meeting for noting. At the next committee meeting the minutes should be formally signed if they are agreed. If amended or not agreed, they should be forwarded to the next meeting of the governing board for noting.

26 **Headteacher's Report**

27 **Staffing Structure for the Next Academic Year**

28 **Consideration of any items from recent Record of Visits/Activities**

Enclosures

- a) Writing Moderation, Lucy Jordan Improvement Advisor – 9 and 12 February 2026;
- b) David Langdale Improvement Officer - 21 April 2026;
- c) Sarah Peacock Primary Improvement Officer - 12 May 2026

29 **Any other urgent business of a Confidential Nature**

30 **Review of Actions**

To review the actions agreed in the meeting.

Toni Massey
Governors Support Officer

Governor Actions

Name of School: Inmans Primary School

Date of Full Governing Board Meeting: Monday 16 March 2026

Clerk: Sian Trulio

Minute Number	Action Required	To be completed by
3512	Parent governor election to be held. P Knowles to speak with potential new governor candidates.	Headteacher P Knowles
3513	Governor Responsibilities to be updated as agreed. Clerk to share with all governors alongside Governor Actions.	Clerk
3517	P Wilkinson to meet with School Business Manager regarding Teams phone lines.	P Wilkinson
3518	Headteacher to raise Pen Licences with SLT. Update on bullying incidents to be provided at the next meeting. Safeguarding governor to review CPOMS on their next visit.	Headteacher Headteacher Safeguarding Governor
3521-3522	To advise staff of the approval and adoption of local authority policies: • Bullying and Harassment Policy • Teachers Pay Policy	Headteacher
3523	To advise staff of the approval and adoption of school policies: • Food and Drink Policy.	Headteacher
3524	F Ritson-Walton to complete a website compliance check.	F Ritson-Walton
3526	Governor visits to be completed as agreed. All governors to complete at least one visit per term. P Wilkinson to meet with the Headteacher to discuss the planner option available in Teams/Outlook.	All governors P Wilkinson
3528	F Ritson-Walton to attend Wellbeing forum with S Daniels as part of handover for the wellbeing governor link role.	F Ritson-Walton

3530	To note the date and time of future meetings: <u>Resources Committee</u> Monday 18 May 2026 at 6.00pm. <u>Full Governing Board</u> Monday 29 June 2026 at 6.00pm.	All governors
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INSPECTION COPY

MINUTES of the Meeting of the Resources Committee of Inmans Primary School held on Monday 1 June 2026 at 6.00pm.

P R E S E N T :-

Nick Jackson (in the Chair)

Sue Fellows, Liam Johnson, Fleur Ritson-Walton, Susie Rix, Claire Turnbull, Philip Wilkinson and Richard Wood.

Also in attendance – Louise Wilson (School Business Manager).

Clerk to the Governing Board – Sian Trulio.

521 **APOLOGIES**

Apologies for absence were received from Sarah Daniels and Phillipa Knowles.

522 **CONSENT FOR ABSENCE**

RESOLVED: that consent be given to Sarah Daniels and Phillipa Knowles for their absence from this meeting.

523 **CONFIRMATION OF ITEMS TO BE RAISED UNDER ANY OTHER URGENT BUSINESS**

RESOLVED: that no items be raised under any other urgent business.

524 **DECLARATION OF INTERESTS**

RESOLVED: that no declarations of interest were received against any item on the agenda.

525 **MINUTES**

RESOLVED: that the minutes of the meeting held on 2 February 2026 be confirmed and signed by the Chair.

526 **MATTERS ARISING FROM THE MINUTES**

RESOLVED: that there were no matters arising from the minutes.

527 **GOVERNOR ACTIONS**

Minute 503 – Budget Update

The School Business Manager had investigated the water charges however, these had reduced since the builders had moved off site.

Minute 505 – Photocopying Contract

The photocopiers had been changed to Agilico and the change had happened seamlessly.

Minute 506 – Phones and Laptops

The school would be removing some phones and moving to Teams as the initial trial had worked well.

RESOLVED: that all governor actions had been completed.

528

BUDGET UPDATE

The carry forward was £54,000.00 which was more than had initially been predicted.

Challenge: What were the reasons for this?

Response: The school had simply just not spent as much as they had predicted they would

The budget had been underspent on general repairs by £3,500.00 and on electricity by £4,500.00. There were some areas such as educational visits which had been overspent by £11,000.00 however, the income was up by £12,000.00 so that balanced it out. The school had received a lot more money in for before and after school clubs, approximately an additional £5,600.00. It was difficult to predict income for things like this as figures from previous years were used however, the clubs were becoming more popular.

Challenge: Had there been an increase in the uptake for school meals?

Response: It had remained very much the same. More parents were preferring packed lunches but this in turn reduced food costs for the school so again, it all balanced out.

The budget was in profit by £17,500.00 from the income from meals and from other schools compared to last year when it had been £5,000.00 down.

The new front desk had been really good in terms of safeguarding, productivity and inclusivity. Some staff had commented they felt more a part of the school working there. Unfortunately, there were some sockets and a heater that needed replacing and quotes for these had been shared with governors as part of the agenda. Governors were happy to proceed with the works.

- RESOLVED:
- a) that the Month 13 Budget be received;
 - b) that the Month 13 Report be received;
 - c) that the Catering Income/Expenditure be received;
 - d) that the Electrical Quotation 34275 be received;
 - e) that the Electrical Quotation 34276 be received.

529

FIVE YEAR BUDGET PLAN

The Headteacher advised that there were still too many moving parts to be able to present a final budget today and that it would be better to arrange an extraordinary meeting at a later date to approve it. Even today, the School Business Manager had spotted an error and the Headteacher did not want to rush presenting it to governors.

The school had been told that they would be getting four pupils with an Education, Health and Care Plan (EHCP) in Early Years Foundation Stage (EYFS) in

September 2026 however, they had been told similar in previous years and ended up with less than initially predicted. A total of £66,000.00 in SEND money was also still owed to the school.

The school was predicting small deficit this year and potentially a larger deficit the year after. The budget needed further review and governors agreed to arrange the extraordinary meeting for Monday 15 June 2026 via Microsoft Teams at a time to be confirmed.

Challenge: Had the carry forward from this year already been factored in since it was more than predicted?

Response: It had been included within the budget forecast.

A lower birth rate was coming in which the school had been prepared for however, the school was also taking in-year admissions on a half termly basis. The school had however lost three pupils to non-house moves. Two pupils had moved to be home educated, one of whom had significant school based anxiety, and a third pupil had moved to another school. Ofsted could potentially investigate the home educated pupils as off-rolling however, the school could provide evidence that they had made adjustments to attempt to keep those pupils in school.

There were also staff who wanted to change their hours which had meant a lot of shifting, especially in a school with lots of part time staff. The Headteacher wanted to support staff in changing hours where possible to support their work/life balance. The school had set their own standard for supporting staff wellbeing.

Challenge: Would a change in hours be temporary or contractual?

Response: Generally, it would be contractual.

RESOLVED: a) that the five year budget plan be received;

b) that an extraordinary meeting be held on Monday 15 June 2026 via Microsoft Teams to approve the final budget.

530 PUPIL PREMIUM BENCHMARKING

RISE was the governments' school improvement initiative and the school had been selected for a programme within this. The Headteacher was not yet aware of what it was however, it was likely to be related to Pupil Premium (PP). Year on year, PP pupils were not narrowing the gap however, when looking at them closely there was justification. The current Ofsted framework was not interested in case studies and just wanted to see gaps narrowing. David Langdale, local authority School Improvement Adviser, had reviewed the PP strategy and advised that the School Development Plan should be dovetailed into the PP strategy. The Headteacher was rewriting the PP Strategy to bring it in line with the School Development Plan.

531 HEALTH AND SAFETY

Richard Wood had previously completed a governor Health and Safety visit and had planned to complete another once the builders had left site. The local authority Health and Safety visit was scheduled for Monday 15 June 2026 at 10.00am. Richard Wood would attend this and complete the governor visit at the same time.

An issue currently being addressed was choking hazards for pupils and risk assessments regarding cutting up food were being reviewed. These would be brought to the next Resources Committee meeting. Liam Johnson noted that pupils were coming to school with less dexterity when eating which was making it necessary for these to be reviewed.

The Headteacher shared that the school had not had a fire risk assessment in some time so one was being arranged which the local authority had confirmed they would pay for.

RESOLVED: a) that the governor Health and Safety visit would be completed alongside the local authority visit scheduled for Monday 15 June 2026;

b) that the risk assessments for choking be brought to the next Resources Committee meeting.

532 **BUILDING UPDATE**

The builders were almost completely off site now and the works needed to be signed off with Chris Jennings, local authority Principal Asset Officer (School Buildings). The builders completing the works had been a good team and the school was very grateful for the work that had been done.

The atrium, though not centralised, was vastly improved. The front gate had now been changed as it had not been legal and the school was looking to replace the exit gate in the future however, it worked for now. The next thing to look at would be the soft external flooring areas at the rear of the school. A significant amount had been quoted to replace them and it would be preferable to replace them with tarmac however, the school would need to get creative to raise the funds. It was not a priority at the moment as pupils could use the grass during the nice weather however, for the colder months it would need to be addressed. Unfortunately, when the school had been built, Sport England had limited the amount of playground space compared to field space.

The only thing the school were unhappy with was the light switches. They had requested simple on-off switches however, graded switches had been installed which changed the lighting between 25, 50, 75 and 100 percent. They were also run through an app which the school could not access.

Challenge: Was the app a licensed one?

Response: It was however, the company were reluctant to give the school access to it. This needed to be chased up with Chris Jennings as the graded switches were affected by power cuts.

As the builders moved further around the school, on-off switches had been added however, the earlier rooms only had the graded switches. The Headteacher had never been consulted on what lighting would be suitable. Liam Johnson noted that the 100 percent lighting was too bright and gave pupils headaches.

A lot of work had been done on the underfloor heating however, it was not likely to ever be 100 percent. The builders were keeping an eye on Liam Johnson's classroom as there had been a leak/pressure drop underneath.

RESOLVED: that the lighting issue be chased up with Chris Jennings.

533 **SCHOOL POLICIES**

The Use of Restrictive Interventions Policy had undergone a necessary change in order to bring it in line with national guidance. The change was mainly to clarify what was considered to be restrictive practice. The school had also changed the reporting form and staff had undertaken additional training. The school was not a hands-off school however, they wanted to be transparent about everything.

RESOLVED: a) that the following school policy was approved and adopted:

i. Use of Restrictive Interventions Policy.

b) that the Headteacher notify staff of the adoption of this policy.

534 **REVIEW OF ACTIONS**

RESOLVED: that the Review of Actions be confirmed and circulated to governors following the meeting.

535 **FUTURE MEETINGS**

RESOLVED: that future meeting dates would be agreed at the next meeting of the full governing board.

Chair's Signature - *date of the meeting approved*.

SCHOOL	Inmans Primary School	HEADTEACHER	Mrs Susan Fellows	DATE:	15.06.26
SECTIONS	SUMMARY				
SCHOOL	STAFFING Classes: 14 Teachers: 19 ECTs: 1, HLTA: 3, NN: 2, TAs: 23 Apprentices: 0 Maternities: 2 Resignations: 0 Vacancies: 0				
PUPIL DATA			Whole school		
Male (well above national)			56.4	Present: 95.71%	
Female			43.6	Authorised Absent:	
Ever 6FSM (below national)			12	3.06%	
Minority ethnic groups (well below national)			7	Unauthorised Absent:	
SEN EHCP (well above national)			7	1.23%	
SEN support (below national)			9	PP	
EAL (well below national)			2	Present: 93.34%	
Stability (above national)			90	Authorised Absent:	
School deprivation indicator			BA	5.17%	
CLA			1.5	Unauthorised Absent	
Post CLA			1.76	1.49%	
Behaviour plans			0.25	SEN	
Exclusions			0	Present: 94.72%	
				Authorised Absent:	
				4.31%	
				Unauthorised Absent:	
				0.96%	
				.	
Racial Incidents	0			Bullying	0
Incidents and Accidents Pupils	0	Pupil	0	Incidents and Accidents Staff	1

In/Exit pupils	<u>New Pupils</u> 8 new pupils across the school
	<u>Leavers</u> 2 Y3 children left to be home educated 1 EYFS pupil moved to Griffin Primary

OUR SCHOOL VISION – INSPIRING, PROMOTING AND SUPPORTING

PREVIOUS INSPECTION April 2025

The school is continued be judged as good. The identified areas for improvement are: Some pupils' understanding about different faiths and cultures is limited. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society

PROFILE OF TEACHING IN THE SCHOOL

The quality of teaching across the school during the spring term is judged as 'Good'. The ongoing monitoring system ensures that any areas of requires improvement are quickly identified and rectified through one to one support, coaching or other INSET. Then revisits are made to check on sustained improvement. OFSTED agreed with our judgement.

Curriculum Responsibilities

Neil Wharton (Y6)	Data manager Computing
Michael Thompson (Y6)	English Team Pod leader World Views and RE lead
Paula Townsend (Y5)	Music Mentor
Vicky Jackson (Y5)	Assistant Head Teaching and Learning
Kate Frankish (Y5)	Maths team
Saffie Carlill (Y4) Maternity Leave	SMSC Inclusion Team YWTT tutor
Becca Pickering (Y4) Maternity cover	ECT
Amy Cutting (Y4)	History
Charlotte Lowis (Y3)	Art Inclusion Team
Emma Lilley (Y3)	D & T
Liz Hadfield (Y3)	MFL ECT mentor
Liam Johnson (Y2)	Science Assistant SENCO

	YWTT mentor/tutor (STEM for the cluster and Museum project)
Sharron Charlton (Y2)	English Team Extended SLT
Richard Smith (Y1)	Maths Team Pod leader
Sam Wells (Y1)	English team – phonics Extended SLT
Kat Todd (Y1)	Historical, geographical, social understanding - geography
Kirsty Batty (EYFS)	Assistant Head Teaching and Learning Facilitator for Teaching school and University tutor for teaching students
Pippa Poole (EYFS)	PE
Sally Bearpark (EYFS)	Member of the maths team Extended SLT
Tracy Faulkner IPOD	Assistant Head SENCO and IPOD lead Inclusion team

SUMMARY OF KEY AREAS FOR IMPROVEMENT		
	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
Leadership and governance	Succession planning for FGB	Staff well-being survey completed and results are positive overall. Bagels and communication are the two main areas SLT are focusing on. Sarah Daniels and Fleur Ritson-Walton lead the meeting so handover is efficient. 2 new parent governors in place. New clerk incoming. <u>Next steps:</u> Governor audit for training needs.
	Well-being and workload	As we are entering the busiest half-term I will email to see if there is anything else that anyone can think of to reduce stress levels. If events get cancelled due to weather – it is unlikely that there will be room to reschedule. Currently arranging an end of term celebration. Due to staffing movement staff are awaiting finding out placement for next year and this is causing some anxiety. SLT are working swiftly to get plans out ASAP. <u>Next steps:</u> Fleur Ritson-Walton will lead the autumn term forum.
	Professional learning	2 staff currently on NPQ SEN 2 completed NPQ SEN in April Cluster professional learning communities continue for SEN and EY. FW and SF completed First Aid at Work. <u>Next steps:</u>

		Staff questionnaire for training requirements. Team teach and First Aid training booked in for September training Day. Exploring a teaching apprentice for a current member of staff.
	Parental engagement	Stay and be French in Y3 Every year group has had a Friday Family Read – these have been well received. The reading picnic was very well attended – although need to emphasise the reading element more next time. <u>Next steps:</u> Parental questionnaire RSE working party planned and parents invited
	Cluster engagement	Attending SEN cluster meeting Leading next Head's cluster meeting Leading LA behaviour and attendance partnership meeting for primaries Participating in LA suspensions and exclusions working party group Governor links with other schools LJ organises and leads cluster + Stem events for primary and secondary
	Community engagement	Bleed kit purchased by Helping Hands for the community. This needs to be mounted outside school and advertised. Brownies and guides used school field for their sports day Song Birds Nursery used the school hall (poor weather) for their annual sports day Children's centre continues to have two groups weekly in the hall NHS continue to use the hall for collecting blood termly <u>Next steps:</u> Explore the community engagement for take away meals
Inclusion	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	SEND/IPOD	Considerable sum on money owed by the LA SEND department. Update on the evening from LJ. Still awaiting outcome on bid for the new 'Archway'. We were hoping to have this open by now, but it will be September. If we are unsuccessful, the furniture will be existing furniture and the provision will be built form there. Liam Johnson will be the SENDCo from September. Tracy Faulkner will act as an advisor which will allow an efficient handover process. <i>Next step: Currently consolidating staffing for September – but waiting on consults for some EYFS pupils with EHCPs.</i>
	Disadvantaged pupils	Please see ROV from Lucy Jordan and Dave Langdale. Both acknowledge the level of knowledge about the pupils and the complexity of their individual situations. <u>We have 54 PP and 50 FSM</u> We have HAF camp this summer. The rules have changed and we now need to have so many paid places. We are no longer taking children swimming as the adults required would mean that the club would cost too much. <i>Next step: Tying the SDP and PP strategy together</i>

	Pupils open to social care	Family liaison officer and the rest of the safeguarding team, continue to support these families. Please see safeguarding report. New Family Practitioner holds a monthly drop in clinic at school. Early Help is now Family Help. <i>Next step: Allocate DDSL role.</i>
Curriculum and teaching	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Writing	<u>Progress made:</u> Narrowed genres in KS1 Revisited non-negotiables Standardised sentence expectation exercise Analysis of why children not reaching ARE <i>Next step: In depth analysis into end of year outcomes and feedback to governors</i>
	Maths	A different approach to teaching maths in Y1 has been needed this year. Using ongoing provision activities, staff have been able to focus on smaller group work in the first part of the year. Then making the judgement as to whether the workbooks are going to be helpful in consolidating knowledge or impact the lesson negatively because they require too much reading. <i>Next step: Start Y1 maths with these in place for September.</i>
	Reading	Phonic outcomes should be above national average this year. SR reports that Y1 reading is fluent overall. This should show in outcomes for Y2 at the end of next academic year. Teachers continue to promote reading through the Friday notes. <i>Next step: New reading for pleasure books are required in Green Pod.</i>
	STEM	Outdoor learning now in place half termly. NW particularly keen to make more of the rabbit area. Children Challenging Industry in place for Y5 – although LJ has suggested that the Y5 teachers have time out of class to write their own project, which will save money in the long run. <i>Next step: Continue to diary the outdoor learning days.</i>
	Wider curriculum	Staff completed a mini curriculum review in staff meeting time. Two major changes. Y3 the topic – How does England fit in Europe, has been changed to focus on other European countries, comparing and contrasting. Also, the make £5 blossom in Y5 has been changed to – Why is money important? <i>Next step: Ensure these changes are reflected on the website and all other curriculum documents.</i>
	Purple pod	<u>Successes</u> • Outdoor learning grant has provided resources and training for EYFS • Good progress of all pupils shown in the interim data

		- Having our student- very successful placement. Student has been successful in gaining full time job in September. Challenges - Building in time to set up areas for the new topic. - Managing the resourcing of the large outdoor area. - Catering for the wide range of needs of pupils during whole class phonics, as there are a group of pupils who do not know the level 1 sounds and need more focused and individualised adult support.
		Next Steps from Previous Report - Continue targeted phonics interventions and monitor progress closely. - Strengthen early writing opportunities across the wider curriculum. - Maintain strong communication with parents to support learning at home. - Explore additional support strategies for pupils with emerging SEND needs.
	Blue pod	Successes - Year 1 enjoyed an educational visit to Wonderlab, the interactive science and engineering section of the National Railway Museum. The children explored the physics and engineering behind railways through hands-on experiments, live demonstrations, and interactive exhibits. - Year 2 welcomed a visit from Hedon Museum. Children took part in a challenge to collect water and pass it along a chain, demonstrating how the people of London tackled the fire during the Great Fire of London. The museum also safely demonstrated how the fire spread rapidly due to the materials used to build houses at the time. Pupils gained an insight into the history of Hedon's own great fire and compared it to the Great Fire of London. - Parents were invited into school to attend a Stay and Read session. This was well attended by the majority of Year 2 parents. Children enjoyed sharing and reading books with their parents, as well as exploring books from the class reading area.
		Challenges - The balance of SEND and PP children is significantly higher in one Year 1 class than the other. This creates additional challenges when providing targeted support and maintaining effective adult-to-pupil ratios. - Writing continues to be an area of challenge. However, following discussions with the English team and a review of the MTP, KS1

		will focus on improving the quality of writing rather than the quantity. - Behaviour in Year 2 continues to present challenges. A small number of children consistently require reminders and warnings to support positive behaviour choices. Next Steps - Review and monitor the allocation of support within Year 1 to ensure the needs of SEND and PP pupils are effectively met through targeted interventions and adult support. - Continue to develop approaches to improve writing outcomes across KS1, with a focus on sentence structure, vocabulary choices, and the overall quality of independent writing. - Strengthen behaviour support strategies in Year 2 through consistent routines, clear expectations, positive reinforcement and ongoing communication with parents.
	Green pod	Successes - Year 4 swimming and accommodation of the children not swimming or in different groups, placed with year 3 - Come Stay and Reads for Y4 and Y3 - Smooth running of green pod email parent/carer communications to and from teachers - Year 3 Hull Museums Visit and parental volunteers to support on the trip made helped with the staffing ratio and support for groups/children on the trip Challenges - Adjustments in class dynamics when N2I pupils come with high needs. - Flexibly managing unplanned staff absences with cover and sharing out/picking up mini interventions/specific classroom tasks that individuals routinely did - Repeat children in reading catch up weekly - how to support and help the families of those children to value/encourage reading at home
	Ochre pod	Successes: - Year 6 STEM day sponsored by Dogger Bank wind farm. - year 5 transition day at HA - Year 5 Trip to Humberside airport - Mental health workshops Year 6 Northern Gas workshops Challenges - Active listening and following instructions - Lunchtime behaviour - Application of foundational skills especially in writing
	IPOD/SEND	Successes

Achievement		- All EHCP and GR children – parents have access to Provision Tracker in ‘live time’ to be able to see what their child’s plan looks like. - Huge fund-raising push from NY mum. - Repair work took place over the half term Challenges - Tracy Faulkner is reducing her days – succession in place, but there will be a transition period - Informing parents of the change will happen towards the end of the year - Staffing over lunch in the IPOPD continues to be a logistical challenge
	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Foundation subject assessment	The subject assessments record sheet will make is simpler for subject leads to analyse progress and attainment for their individual subject. <i>Next step: Revisit foundation subject formative assessment techniques</i>
	Foundational knowledge	Lucy Jordan led staff meeting on what Foundational Knowledge is. Still need to revisit this – specifically with a subject lens. <i>Next step: Consider placement of adults to support foundational knowledge, specifically for PP pupils.</i>
	School readiness	The EYFS leads are very much flying the flag for school readiness. More pupils are starting school with additional needs. This affects the overall attainment of pupils. Whilst pupils make significant progress, they do not reach the expected stage i.e. ELG. <i>Next step: EYFS governor to meet with leads and look at the information being shared.</i>
	Compliments	Inmans shop - One of our regular ladies to the shop told me today that her daughter (who’s a professor at Warwick University) was very impressed when mum was telling her about our shop. So impressed, she mentioned it to someone she works with, who also thought what we do is a fantastic idea and they’re looking at how they can roll it out across schools in their area. Healthy School Award - I'm meeting a school next week to introduce them to the Award. The evidence you included had some really good examples. Would you be okay with me showing them some of the evidence you provided when I demonstrate what they can upload? I will anonymise and it would just be used for the demonstration. Teacher Trainee mentor My school mentor has been extremely supportive. Any queries I have had, I have been able to ask them. At the weekly meetings my mentor has asked how the teaching has gone, they have been very encouraging. If i had a bad lesson my mentor was able to give me strategies in ways that I could improve for next time as well as reassured me that blips happen all the time even if an experienced

		teacher and gave strategies of how to help develop these strategies to overcome the blips. Many thanks for making their school experience such a successful one.
Attendance and behaviour	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Attendance	Two children eventually left to be home schooled. Mum did say that school had been very supportive and the option remains if they wish to return. However, we believe that mum is looking at a smaller setting. FW is liaising with the EWO. Termly meetings with the EWO continue. <i>Next step: Training required on school-based anxiety.</i>
	Low level Behaviour	We have relooked at the EYFS/Y1 supervision and have increased supervision over a lunchtime. We are mindful of how lunchtimes will require support in September when the year groups move up. We have also swapped ochre and green pod lunches to see if this impacts of supervision on the oldest children. <i>Next step: Look at lunchtime cover for September.</i>
	Y6/Y7 transition	Holderness Academy have improved their transition procedure. A spreadsheet was completed with Y6 teachers and SF as DSL. Hannah Gale has since emailed suggested groupings. Whilst we don't guarantee any definite friendship groups, we can suggest any groupings that are less helpful. <i>Next steps: Invite the other secondaries representatives to the Heads cluster meeting.</i>
	Behaviour/SEND	There are several children who present very differently in one setting compared to another. This often raises the questions of neurodiversity. Pathways to a neurodiversity assessment vary depending upon which professional are providing support. If school are not able to provide evidence, linked adults will continue to log and monitor behaviour. <i>Next step: Explore if MHST can help anymore.</i>
	Bullying	Again, an outside relationship has impacted on relationships in school. One pupil is calling it bullying and that they feel that the other child is relentless. Staff monitor closely but the friendship keeps trying to restart. <i>Next step: Safeguarding governor to complete single sex questions with the older pupils before they leave.</i>
	Pod behaviours	Staff have different tolerances and give different consequences for behaviours exhibited. <i>Next step: Put behaviour on agenda for pod discussion. E.g. what would you give a warning for?</i>

	AREA FOR DEVELOPMENT / FOCUS	PROGRES & IMPACT
Personal development and well-being	AFI	See previous notes regarding OFSTED AFI. This is becoming more complex as observed in a lesson about how Sheikhs worship. An innocent comment about it not be the 'normal' god indicates how far we have to go as a school. In facts Faiths and cultures needs to become a golden thread throughout everything Inmans is and does.
	Faiths	MT has reintroduced individual pupil books in KS2. Whilst work is being completed regularly – there is still further work to do with the depth of work, reflecting children's understanding. MT will use some of this final half term to team teach with staff or provide demonstration lessons.
Successes Recognition Accreditations	Since last FGB	• Y2 Museum visit for Great Fire of London • Neurodiversity week • Super You Day • Red Nose Day • Easter Bonnet Parades • Y2 Easter Egg Hunt • KS2 Easter service at the church • Residential home singing • Y3 visit to Hull Museums for workshops • Staff boditrax • Cricket for KS1 • Earth day focus • Stay and connect MHST • Whole School theatre performance paid for by FIS • Swimming for Y4 • Friday family reads • National numeracy day • JP workshops • Y5 visits various



Inmans School Development Plan

IPS – Inspiring, Promoting and Supporting

At Inmans Primary School we provide a protected, inclusive and nurturing environment coupled with a creative and highly engaging relevant curriculum. We will meet the needs of every child, value all achievements and aim to make every day enjoyable yet rewarding.

We promise to ensure our curriculum will promote the highest expectations for all. Along with providing both inspirational and real life learning experiences, working with parents and the local community, our children will leave Inmans with the necessary skills to succeed in their next stage.

By having high expectations, celebrating individuality and a highly supportive environment, we will enable everyone (pupils and staff) to succeed.

School development priorities for 25/26 and the rationale for these

Leadership and governance

- To review the structure of staff at school in line with budget availability and any necessary succession planning.
- To review the structure of the governing body and look to recruit new governors onto the board and ensure that they are able to act in the critical friend role through accessing training.

Curriculum and teaching

- A review of the writing process is required throughout the school due to declining numbers of children reaching the expected standard
- To strengthen the STEM curriculum and build high quality enhanced provision into Y1

Achievement

- To continue to develop subject assessments so they accurately reflect children's attainment and progress through the year groups, whilst supportive teacher workload

Personal development and well-being



(OFSTED AFI Some pupils' understanding about different faiths and cultures is limited. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society.)

- To continue building the children's understanding of community and develop their understanding of different faiths and cultures.
- To develop the teaching of RE across the school to support the above aim – working toward the RE Quality Mark
- To bring together all elements of the Inmans curriculum to represent the commitment to personal development

Inclusion

- Children who join Inmans at a later point often have additional needs (SEN/family support for example) and are less likely to meet ARE. Work to ensure N21 pupils make accelerated progress through appropriate interventions
- Developing the use of provision tracker to increase parental understanding of their child's progress and targets
- Continue to develop practice to provide maximum impact of the PP grant inclosing the gap



Achievement: To ensure learning journeys consider where children are in their learning, so all children make good progress from their starting point.

Pupil Outcomes 24-25

EYFS	Y1 phonics and Y2 retakes	KS1																																																																											
74% achieved a GLD in 2025 (compared to 64% in 2024) 67% national GLD Focus for 2024-25 = Improve the outside provision for EYFS = SDP – Early Years - The EYFS classroom, outside provision and resourcing supports the curriculum	73% in 2025 (78% in 2024) Nat: 80% 4 IPOD pupils and 1 EHCP. 90% in Y2 retakes Focus for 2025 -26 PP pupils achieving the standard. See later in the plan.	<table><tr><th>KS1 data</th><th>School</th><th>National</th></tr><tr><td>Reading</td><td>77 (15)</td><td>68.3 (18.8)</td></tr><tr><td>Writing</td><td>55 (0)</td><td>60.1 (8.2)</td></tr><tr><td>Maths</td><td>61 (13)</td><td>70.4 (16.3)</td></tr><tr><td>GPS</td><td>*</td><td>*</td></tr><tr><td>Science</td><td>86</td><td>*</td></tr><tr><td>RWM</td><td>53</td><td>55.7</td></tr><tr><td></td><td></td><td></td></tr></table>	KS1 data	School	National	Reading	77 (15)	68.3 (18.8)	Writing	55 (0)	60.1 (8.2)	Maths	61 (13)	70.4 (16.3)	GPS	*	*	Science	86	*	RWM	53	55.7																																																						
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Y4 Multiplication Tables Check <table><tr><th>School</th><th>National</th></tr><tr><td>46 (25)</td><td>34 (25)</td></tr><tr><td>AS = 27.1</td><td>AS = 21.1</td></tr></table> Actions To increase pupils’ use of TT Rockstars - 3 x 10 mins per week	School	National	46 (25)	34 (25)	AS = 27.1	AS = 21.1	KS2 <table><tr><th></th><th>School</th><th>National</th></tr><tr><td>% EXS reading</td><td>66</td><td>75</td></tr><tr><td>% EXS writing</td><td>57</td><td>72</td></tr><tr><td>% EXS maths</td><td>63</td><td>74</td></tr><tr><td>% EXS in GPS</td><td>66</td><td>73</td></tr><tr><td>% EXS in RWM</td><td>45</td><td>62</td></tr><tr><td>Average Scaled reading</td><td>105</td><td>105.6</td></tr><tr><td>Average Scaled writing</td><td>-</td><td>-</td></tr><tr><td>Average Scaled maths</td><td>103</td><td>105</td></tr><tr><td>Average Scaled in GPS</td><td>104</td><td>105</td></tr><tr><td>% greater depth reading</td><td>38</td><td>28</td></tr><tr><td>% greater depth writing</td><td>5</td><td>13</td></tr><tr><td>% greater depth maths</td><td>21</td><td>22</td></tr><tr><td>% greater depth GPS%</td><td>21</td><td>30.</td></tr><tr><td>% greater depth RWM</td><td>4</td><td>8</td></tr></table>		School	National	% EXS reading	66	75	% EXS writing	57	72	% EXS maths	63	74	% EXS in GPS	66	73	% EXS in RWM	45	62	Average Scaled reading	105	105.6	Average Scaled writing	-	-	Average Scaled maths	103	105	Average Scaled in GPS	104	105	% greater depth reading	38	28	% greater depth writing	5	13	% greater depth maths	21	22	% greater depth GPS%	21	30.	% greater depth RWM	4	8	<table><tr><td>Suspension</td><td>School</td><td>National</td></tr><tr><td></td><td>0.3</td><td>6.91</td></tr><tr><td>Exclusions</td><td>School</td><td>National</td></tr><tr><td></td><td>0</td><td>0</td></tr></table> <table><tr><th>Attendance</th><th>School</th><th>National</th></tr><tr><td></td><td>95.5</td><td>93.7</td></tr><tr><td>EHCP</td><td>91.5</td><td></td></tr><tr><td>PA</td><td>6.9</td><td></td></tr></table>	Suspension	School	National		0.3	6.91	Exclusions	School	National		0	0	Attendance	School	National		95.5	93.7	EHCP	91.5		PA	6.9	
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Whilst outcomes at the end of KS2 are below average for the first time in many years (pre covid) much of this is cohort specific and children made expected progress if not accelerated. The whole school focus is writing due to continued below average reaching AS. Work with home reading should continue due to the positive impact on writing.

Leadership and governance	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Reducing budget. DFE monitoring shows significantly above average for support staff. Succession planning is becoming urgent in several areas of the school with the possibility of staff muting reducing workload. Resignation of chair and vice chair of governors leading to low numbers of governors and future resignation of governor that supports with HR and well-being could leave the leadership team vulnerable.	Budget management alongside support from HR with processes Accurately identify end of year projections and ascertain staffing changes that will impact. Review of allocation of support staff using EEF – Effective Use of TAs Governing body review	October budget review. Shared with governors Attend restructure training Review staffing based on current SEND numbers. PDP discussions with all staff Monitoring of support staff Complete audit of governance to identify gaps in skill set. Advertising for new governors. Considering moving governor roles. Succession planning for HR/well-being governor	Short term Staff planning run through budget system to provide scenarios. All staff aware of DFE budget monitoring Medium term Governors and SLT confirm need for any restructure. Long term Complete any HR processes with full staff involvement. Governor Board positions are filled – with governors providing appropriate challenge and support.	Budget is buoyant and staff are allocated effectively. Children continue to receive the support identified for them. Succession planning underway and new staffing structure identified. <i>Still ascertaining staff wishes for the coming year.</i> Governors are consistently able to challenge and support leadership. Ongoing



Curriculum and teaching	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Declining trend in EXS writing based on baselines of EYFS or Y2. Moderation using exemplification materials demonstrates gaps in handwriting, spelling and over possible over reliance on modelling. Staff report that some children are uninspired by the genres.	Raising expectation of individual pupil progress across the school in writing. Reviewing the writing process at each stage to identify areas in need of development. Catch up for pupils where appropriate Accurate assessments for future planning.	Review of pupil progress so far Moderation half termly and match to pupil progress Non-negotiables for each year group Review of marking policy and spelling policy which will feed into English policy Coaching around writing independently – withdrawing scaffolds in upper KS2 Pupil voice around writing Refresh of writing stimulus Joint moderation with the cluster Retraining for new to year group staff Look to develop more opportunities to include non-scaffolded pieces of writing	Short term Build into MED Discussions of expectations in PDP and pupil progress meetings Observations of lessons Disaggregated training day used for completing writing framework audits. H/W, spelling and marking policies all refreshed. Medium term Planning and teaching units together with the English team (coaching). Removal of anchor words – move to tier words. Spelling sessions for parents. Long term All policies aligned. Staff upholding NN. Chn able to verbalise importance of NN.	No longer a declining trend – however this will be based on teacher assessment moderated with the English team <i>Early indications (Autumn term show an improvement. Will feedback at the next standards.)</i> <u>Short term</u> At least expected progress from baseline at EYFS/Y2. Children are moving from scaffold to independent with ease. <u>Long term</u> Increase of 10% attainment in each year group



			Medium term plan reflects independent writing as well as scaffolded pieces.	
Parental engagement in home reading (Y1 and Y2) is impacting on children being able to apply knowledge when writing. Parents are unable to provide support for phonics at home.	Enable new parents as well as existing to support their children with phonics Empower parents to support with day to day reading activities	Reading information newsletters Events – reading café, book fair, WBD. Get caught reading. Stay and read sessions. Reading in KS2 information session. Increase stay and read activities. Phonic information sessions for EYFS and Y1.	Increase in number of pupils reading regularly weekly Pupils voice the importance of reading Parental participation and feedback after sessions.	Short term Pupils actively reading more at home. 71% Increase in individual fluency Pupils can identify their own progress Long term Increase of 10% of lowest 20% readers reaching ARE Increase Y1 pupils reaching phonics standard to 85% - with IPOD 82%,

Curriculum and teaching	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Observations show that the outdoor area isn't maximised for enhancing the curriculum Health and safety walks have highlighted that areas need improvement before	Repair of all areas (budget allowing) Adoptions of the outdoor areas by pods to utilise within their learning and to ensure that the areas are monitored.	Book in work for the rabbit area and the enchanted garden. Pods bid for the area that they want to 'adopt' Pods can set monitors Allocate staff meeting time for building in STEM activities into medium term plans	Short term Working party Medium term (and half termly) Meeting time committed to planning. Y1 have consistent enhanced provision Activities are high quality Participation in Outdoor learning day	Stem activities included in MTPS consistently. Half termly outdoor learning days with Stem. Year groups have 'adopted' an area each Pupils voice demonstrates their enjoyment and learning,



they can be accessed safely. Pupils report high levels of interest in STEM, however STEM sessions are intermittent across the year groups		PPA continue to have monthly forest school activities.	<u>Long term</u> Staff report to governors the changes to activities and present pupil work and voice.	A second year will allow for refinement. Link into the Inmans curriculum (PD)
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To ensure that all focus teams are working effectively and are supported by SLT in terms of workload.				
Achievement	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
FLIC (the previous foundation subject assessment) was very workload heavy as reported by teachers.	Develop purpose built foundation assessment sheets that will provide subject leaders with the information they require.	Subject leads develop the most appropriate objectives for their subject for each year group. Spreadsheets produced with ability to filter different groups and demographics.	Short term Spreadsheets are completed and de-bugged. Medium term Information fed into the sheets. Subject leads use them to assess progress in their subject. Class teacher utilise for EOY reports – see below Long term Subject leads evaluate the first year and make any adaptations to objectives.	Class teachers report an accurate yet manageable system. <i>It is in place and staff given time during staff meetings to complete.</i> Subject leads are able to use easily for achievement information.
FLIC information wasn't always understood by parents – leading to confusion about exact attainment and next steps	Develop the end of year report to make it easier to access for all.	Following on feedback from previous years' trial, make adjustments to the termly catch points. Revisit common language between staff for any pupils on SEN register	Short term Make a trial for staff who are parents. Medium term Send end of year reports with a comment card	



To continue to ensure that provision for personal development matches the needs of the pupils and reflects the current external climate				
Personal development	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Low self-esteem, resilience and empathy individually and linked. Sometimes leading a shame cycle	Positive focus on oracy to increase self-confidence and self-belief.	Linked to EDP – evaluate current oracy provision. Explore oracy programmes/curriculums – what is available. Visit other provisions. Prepare and implement chosen strategy.	Through monitoring behaviours that staff/pupils identify linked to low confidence/esteem. Pupil voice	Full evaluation of current provision completed. Staff awareness raised and linked to the tweaks to the behaviour and relationships policy. (See behaviour and attitudes) Medium term Start to introduce new approach. Long term Whole school approach to oracy embedded. Long term Decrease in numbers requiring one to one ELSA support for the highlighted reasons
Meeting increasing pastoral needs	Pastoral support in pod and with ELSA Accessing MHT whole class support. MHT working with individuals and arranging for CBT parent led	Daily check ins allocated Timetabling ELSA Whole class input from MHT in Y4 and Y5 Consultation process for CBT Expressions of interest leading to interviews	Supervision from ELSA for the pastoral Tas Termly timetabling monitoring. Beginning and end questionnaires for pupils Post CBT check ins with parents Completion of ELSA course	Short term – children are allocated action plan after full referral from the teacher See above Medium term – decrease in number of pupils requiring support. No decrease – rather increase in amount of support available with additional ELSA and D&T.



	Succession planning for ELSA role			Long term – Succession plan in development. MHT completed their piece of work at school.
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To ensure that transition is effective for all children whenever they start their time at Inmans				
Inclusion	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
As demonstrated by tracking of pupil progress, pupils who join Inmans after EYFS do not always make expected progress from the transitional information. Pupil New to Inmans as demonstrated by CPOMS and transition information often have other services involved with their families. Recent observations have highlighted a gap between the information provided	Improved transition meetings with N2I families. Rigorous record transfer Baseline information gathered		Termly in line with the course – monitor attendance with the MHT Post intervention questionnaire Before October half term and then through the year. Half termly review for these families.	Short term Parents are more able to support their child in the home – evidenced in discussions and questionnaire Long term - Families are supported and children emotional needs lessen <i>MSHT attended parents evening. Monthly visits from the family practitioner– now realise unrealistic for the needs to reduce but get more effective at signposting.</i>



Attendance overall above national – however persistent absents should be lower. Impact of term time holidays.	Weekly attendance celebration Fortnightly attendance checks for all pupils Daily check for vulnerable list Share attendance policy with parents and phone calls and home visits as appropriate	Trophy in assembly – weekly attendance discussions FW and SF meet to discuss pupils 90% and under List in the office – train staff to know which pupils will trigger attendance process	Weekly monitoring of overall class attendance. FW – SF Friday meeting fortnightly Daily monitoring for vulnerable pupils	Short term – Pupils and parents develop better understanding of importance of attending Medium term – decrease in PA to under 10% Long term – decrease in PA to under 8% Currently 10%
Further improve the relationships and behaviour policy to embody childhood trauma approach	Review the current policy	Create working party Complete policy review Introduce changes in systematic approach with feedback periods. Pupil and staff voice.	Monitor the self-esteem of identified pupils.	Short term – Pupils report the new sanction framework to be fair but considered. Medium term Low level behaviours decrease and pupils are able to reflect more ably. <i>Huge improvement in identified year group</i>
Children unable to regulate and other pupils concerned/confused by this behaviour	Educating children about ‘crisis’ moments Staff training for de-escalation	Behaviour focus through Jigsaw and social stories Team teach training – including bean bag hold	Decrease in non-regulated behaviour. Pupil’s understand the challenges that some of our children face.	Short term Decrease in PHR Medium term



	Continue to refine PHP for identified pupils	Regular updates and shared effectively. SENCO training on Boxall profile		Increase in tolerance and support from pupils (focus during neurodiversity week) Long term Pupils are not recognisable from their behaviour. They feel supported.
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Termly School Child Protection & Safeguarding Report to the Governing Body



Sept 2025 – July 2026

DfE guidance Keeping Children Safe in Education (KCSiE) 2025 sets out the responsibilities of all schools and colleges to safeguard and promote the welfare of children and young people. It is clearly outlined in Part 2 of the Guidance (Paragraph 76) that:

“Governing bodies and proprietors have a strategic leadership responsibility for their school’s or college’s safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times”

This reflects the statutory duties and requirements outlined in a number of pieces of inter linked legislation, for example:

- Section 11 of the Children Act 2004
- Section 175 of the 2002 Education Act
- Section 157 of the 2002 Education Act
- Independent School Regulations 2003

The Governing Body or equivalent has a statutory duty to make sure that effective policies, procedures and arrangements are in place to ensure that they safeguard and promote the welfare of children.

This Governing Body Child protection and Safeguarding Report template should be used to provide a report to the Governing Body (or equivalent) on safeguarding practice on a termly basis across the school year. It will assist the Governing Body (or equivalent) to monitor compliance with statutory legislation and requirements and discharge oversight of governance.

It is recognised that not all parts of the Report will be equally relevant across settings and some sections may attract a nil return.

The report has been reviewed and is designed to assist in the collection of key information that can be:

- Readily available in the event of external audit / inspection
- Used to profile and review incidents and trends and follow up action
- Plan staff safeguarding training and awareness

Process

It is recommended that this template or an adapted version is used to provide information to the Governing Body (or equivalent) on a termly basis.

The Report should be completed at the end of term to capture the information for the term just ending and the cumulative Year to Date totals updated as the year progresses.

The template can be adapted to suit the school/setting and sections added if thought to be useful.

The report should be discussed by the Safeguarding Governor and DSL prior to each Governing Body meeting.

Other staff such as the school admin, Designated LAC teacher, SENDCO, and headteacher will need to be consulted in order to complete the report.

There is no requirement to submit the report to the SiET.

In order to meet the requirements outlined above in legislation above, the local authority may undertake a dip sample of Reports.

Termly School Child Protection & Safeguarding Report to the Governing Body

Sept 2025 – July 2026

NAME OF SCHOOL	Inmans Primary School
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SCHOOL YEAR 2025/26						
Period of report indicated	Autumn Term	November 2025	Autumn & Spring Term	16.03.26	Autumn, Spring and Summer Term. School Year 2025-2026	29.06.26

KEY SAFEGUARDING STAFF	NAME
Headteacher	Sue Fellows
Designated Safeguarding Lead (Strategic)	Sue Fellows
Deputy Designated Safeguarding Lead	Tracy Faulkner
Designated Safeguarding Governor	S Rix and P Wilkinson
Designated Teacher (CLA / PLAC)	Sue Fellows and Julie Lilley
SENDCo	Tracy Faulkner
E.Safety Lead	Neil Wharton
Filter and Monitoring School Lead / Governor	Sue Fellows
Alternative Provision School Lead / Governor – as a result of the updated guidance issued in February 2025, it is recommended that a nominated Governor has strategic oversight of this area.	S Rix
Other	

REPORT PRESENTED TO GOVERNING BODY MEETING:	DATE
Autumn Term	02.12.25
Spring Term	16.03.26
Summer Term	29.06.26

VULNERABLE CHILDREN	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Children subject to a Child Protection Plan during any part of the report period.	0	0	1	1	1	1	1	1
Initial CP Case Conference	0	0	0	0	1	1	1	1
Review CP Case Conference	0	0	0	0	0	0	0	0
Meetings	0	0	0	0	1	1	1	1
Other children subject to Child in Need plan during any part of the report period.	7	3	9	4	0	0	9	4
Vulnerable student cohort	8	5	7	5	17	11	17	11
Attendance Concerns			1	1	0	0	1	1
Notes: Had one pupil leave school to be home tutored and one pupil currently not attending.								

CHILD PROTECTION	Autumn Term	Spring Term	Summer Term	Year to Date
Record of safeguarding concerns shared by staff (i.e, Record of child protection concerns and disclosures)	16	25	31	72
Consultations with Safeguarding and Partnership Hub v PEM cases raised	1	1	0	2
Request for Service made to Safeguarding and Partnership Hub (Request for Service Form completed)	0	2	0	2
Feedback received from Local Children's Safeguarding Team within 24 hours of receipt of RFS and outcome confirmed	0	0	0	2

The Family Help structure (that replaces the previous Early help structure) and process at time of writing in terms of actual implementation and operation is still being finalised, as such the below is a draft that potentially will need to be modified in terms of the wider arrangements and local recording reporting requirements

FAMILY HELP (previously Early Help)	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Family Help School and Community Team Contacts by school	3	1	3	1	9	7	9	7

Team Around the School (TAS) Meetings			0	0	0	0	0	0
What was the EHA ##### Form / working title of new form Partner Assessment Form completed (new form that is being developed and retitled)								
Family Help Hub Referral			4	2	2	2	6	4
Response from Hub in 48 hrs			4	2	2	2	6	4
Family Help Agreed			3	1	1	1	4	2
Notes: EHA – not seen form using the referral for service form.								

LOOKED AFTER CHILDREN (CLA)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Children	3	3	4	5
Number of responsible LAs	2	2	2	2
Number of PEPs in place & current	3	3	4	4
Number of PEPS not in place or outdated	0			
Number of children previously LAC (PLAC), under Special Guardianship or Child Arrangement Orders school are aware of	6	9	9	10

PREVENT	Autumn Term		Spring Term		Summer Term		Year to Date	
	Police	LA	Police	LA	Police	LA	Police	LA
Referrals Made	0	0	0	0	0	0	0	0
Response Received	0	0	0	0	0	0	0	0

OPERATION ENCOMPASS NOTIFICATIONS	Autumn Term		Spring Term		Summer Term		Year to Date	
	Children	Families	Children	Families	Children	Families	Children	Families
Referrals Received	1	1	5	5	6	4	12	10
Received within 24 hours of incident	1	1	5	5	6	4	12	10

Following SG review activity last year and very high numbers of recorded C-o-C Abuse, it is suggested that the two categories below (which were combined) be separated. It is also worth considering a distinction between C-o-C Abuse and Peer Conflict so as to record an accurate reflection across both. C-o-C Abuse would normally be characterised by Power Imbalance, Intent and Repetition or a significant one off incident.

CHILD ON CHILD ABUSE	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out

Total Number of Reported Incidents	0	1		
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Peer Conflict	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 7	Out 2	In 18	Out 2	In 14	Out 1	In 39	Out 5
Total Number of Reported Incidents	333 BRL		278 BRL					

CHILD ON CHILD SEXUAL HARASSMENT AND VIOLENCE INCIDENTS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 0	Out 0	In 1	Out 0	In 0	Out 0	In 0	Out 0
Total Number of Reported Incidents								

CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDE AND SEMI-NUDE IMAGES AND VIDEOS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 0	Out 0	In 0	Out 0	In 0	Out 0	In 0	Out 0
Total Number of Reported Incidents								

INCIDENTS INVOLVING DISCRIMINATORY / PREJUDICIAL BEHAVIOUR	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out
LGBTQ + & perceived to be LGBT+	0	0	0	0	0	0	0	0
Race	0	0	1	0	0	0	1	0
SEND	0	0	0	0	0	0	0	0
Religion and Belief	0	0	0	0	0	0	0	0
Other forms of discrimination (Please add as required)								
Notes:								

OTHER SAFEGUARDING CONCERNS	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In	Out	In	Out	In	Out	In	Out
Bladed Article (risk-posing)	0	0	0	0	0	0	0	0
Substance Misuse	0	0	0	0	0	0	0	0
Police Involvement	0	0	0	0	0	0	0	0
Missing Person Episodes	0	0	0	0	0	0	0	0
Child Criminal Exploitation	0	0	0	0	0	0	0	0

Child Sexual Exploitation	0	0	0	0	0	0	0	0
Other:	0	0	0	0	0	0	0	0

ELECTIVE HOME EDUCATED (EHE)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Children	0	1	2	2
Number of Families	0	1	2	2

USE OF ALTERNATIVE PROVISION	Autumn Term		Spring Term		Summer Term		Year to Date	
	Started	Ended	Started	Ended	Started	Ended	Started	Ended
Number of Children	0	0	0	0	0	0	0	0
Number of Families	0	0	0	0	0	0	0	0
Notes:								

SMOOTHWALL (or equivalent platform used) FILTERING and MONITORING	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Smoothwall alerts received in total	Staff -1 Pupils - 0	Staff – Pupils -1	Staff – 0 Pupils - 3	Staff – 1 Pupils - 4
Number of suicide specific Smoothwall alerts received	Staff - 0 Pupils - 0	Staff – 0 Pupils - 0	Staff – 0 Pupils - 0	Staff – 0 Pupils - 0
Number of suicide specific Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – 0 Pupils - 0	Staff – 0 Pupils – 0	Staff – 0 Pupils – 0
Number of e-safety Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – 0 Pupils - 1	Staff – Pupils -	Staff – Pupils - 1
Notes: Significant reduction in alerts				

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS (Head teacher and / or Chair of Governors to complete)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of allegations received (Head teacher and / or Chair of Governors to complete)	0	0	1	1
Number referred to LADO	0	0	1	1
Outcome of allegation: - Substantiated, - Malicious, - False, - Unsubstantiated, - Unfounded, (no specific details or identities to be recorded here)	0	0	Unfounded	

This has been separated from the above for ease of recording

NUMBER OF LOW LEVEL CONCERNS	Autumn Term	Spring Term	Summer Term	Year to Date
	1	2	1	4

Draft 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England - February 2025' - [Reasonable Force Guidance Feb 2025](#) - updates previous 2013 guidance and formed the basis of a consultation that ended on 29.04.25. From September 2025, schools will be legally required (statutory requirement – p14-15) to record and report incidents to parents where reasonable force is used (even if part of an agreed behaviour plan) The draft guidance sets out the details that should be recorded, as a minimum. It also sets out what should be included in the report to parents/carers, and some exceptions.

The guidance makes a distinction between Reasonable Force and Restrictive interventions: Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or **seclusion**. Restrictive interventions may or may not involve the use of reasonable force -you may wish to consider adding 'seclusion' / isolation data to the Report in anticipation of further recording requirements.

There is a 3rd category 'Restraint' which does overlap with Reasonable Force.

P15 of the guidance in relation to Restrictive Interventions documents 'Section 93A of the Education and Inspections Act 2006 does not require schools to record and report instances of restrictive interventions where force was not used. However, it is best practice for schools to apply the same recording and reporting policy to restrictive interventions where force is not used.

Please note that KCSiE 2025 'for info' version still links to the 2013 version of the Reasonable Force Guidance at time of writing.

USE OF REASONABLE FORCE	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Incidents	3	0	0	3
Number of Pupils	2	0	0	2
Number of Incidents Reported to Parents	3	0	0	3

USE OF RESTRICTIVE INTERVENTIONS	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Incidents	0	7	2	9
Number of Pupils	0	1	1	1
Number of Incidents Reported to Parents	0	All	All	All

POLICIES AND STATUTORY GUIDANCE	
The School's 'Strategic Child Protection & Safeguarding Policy' 2025-26 has been discussed and agreed by the Governing Body and is on the school web site	Yes / No

All staff have received and had time to read and understand the current version of:	
Keeping Children Safe in Education 2025 Information for all School & College Staff – Part One or Annex A	Yes
School Child Protection Procedures	Yes
School Code of Conduct	Yes
School Whistleblowing Guidance	Yes
School Low-level Concerns Policy	Yes

The following are made available to all staff	
School 'Strategic Child Protection & Safeguarding Policy'	Yes
Keeping Children Safe in Education 2025 - Full guidance	Yes
The School Safeguarding Whistle Blowing Procedures	Yes
Staff Code of Conduct	Yes
Low-level Concerns Policy	Yes
Working Together to Safeguard Children 2023	Yes
What to do if you are worried a child is being abused 2015	Yes
Guidance for safe working practice for those working with children and young people in education settings, 2022	Yes

TRAINING		
SPECIFIC SAFEGUARDING TEAM TRAINING		
<i>To be cross-referenced with training records and the LMS. Please see the SiET training grids for details of training requirements (link)</i>		
Role	Name of training course (Please add details)	Date completed
DSL (s)	e.g., PREVENT Thresholds Briefing	Sept 22 Oct 22
DDSL (s)		
Safeguarding Governor		
Chair of Governors		

WHOLE SCHOOL TRAINING			
<i>To be cross-referenced with training records and the LMS. Please see the SiET training grids for details of training requirements (link)</i>			
Role	Number of staff completed	Name of course	Date completed
Teaching staff	e.g., 20	e.g., Safeguarding in Education	e.g., 15 in Sept 22, 5 in Oct 22
Teaching assistants			
Admin			
Midday supervisors			
Caretakers/cleaners			
Volunteers			
Technicians			
Governors			

SAFER RECRUITMENT TRAINING		
Role	Name	Date completed (within 3 years)
Headteacher	Sue Fellows	February 26
Governor	Suzie Rix	
Other		

GOVERNOR/ INVOLVEMENT

CP/Safeguarding Governor/DSL Meetings/visits/related activities	
Date	Summary of discussion
17.11.25	Nose piercing complaint
Jan 26	Health and safety walk completed
May 26	Follow up electrical check following installation of new desk in the front office

Identified Development or Action Points			
	Development or Action required	By whom	By when
1	Health and safety walk required.		
2	Another walk after builders completed and also Health and safety LA visit booked for 15 th June.		
3	Come and check school training records – I don't update this one as it is a repeat of what we have – but it needs checking by a governor.	SGG	ASAP
4	Single sex questions	SGG	Before the end of term

END of Report

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Boards of All Schools

Date: Summer Term 2026

Title: Equality, Diversity and Inclusion in Employment Policy

Report of the Chief Operating Officer

1. Background

- 1.1 This report presents the revised Equality, Diversity and Inclusion in Employment Policy for approval. The updated policy reflects Council priorities and promotes a proactive, inclusive workplace culture.
- 1.2 Amendments have been made to reflect the Council's priorities, the Council's responsibilities to comply with the Equality Act (2010) and Public Sector Equality Duty, both Corporate Equality Plan and the People Strategy. Since the last review of the policy a number of supporting guidance documents and accreditations have been adopted by the Council. The policy links to these guidelines and accreditations where appropriate and takes a more proactive approach to Equality, Diversity and Inclusion (EDI) at work
- 1.3 The policy was approved by the Cabinet on 9th December 2025.

2. Amendments

- 2.1 The amendments to the Equality, Diversity and Inclusion in Employment Policy include:
 - a) Renaming and rewriting the policy in plain English for accessibility.
 - b) Emphasis on the responsibilities and expectations of staff and managers.
 - c) Aligns with Equality Act (2010), Public Sector Equality Duty, Council values, Equality Plan and People Strategy.
 - d) Promotes inclusion, equity and belonging beyond legal compliance.
 - e) Dedicated sections for each protected characteristic with tailored guidance.
 - f) Our responsibility as a corporate parent to support people with care experience, whilst maintaining the fairness and integrity of our processes and services.

3. Trade Union Consultation

- 3.1 Consultation has taken place with Trade Unions, they were happy with the contents of the policy. They suggested some minor amendments to the wording for clarity and for links to some of the additional resources that are already available relating to sexual harassment. These have now been actioned and amendments made

4. Conclusion

- 4.1 The Equality, Diversity and Inclusion in Employment Policy has been rewritten in a more supportive tone and user-friendly format. The revised policy sets out a clear, values-led commitment to inclusion, going beyond legal compliance to foster a supportive and equitable workplace.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the Equality, Diversity and Inclusion in Employment Policy which is available on the Governors Support Service Resources Page of the Here for Schools Website;
- (b) Formally approve the adoption of the Policy;
- (c) When adopted, notify all staff that a revised Equality, Diversity and Inclusion Policy and Procedure is to be operated within the school.

Zoë Martin
Director of People Services

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None

Email:

Background Papers

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Boards of All Schools****Date: Summer Term 2026****Title: Market Supplement Policy and Procedure**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Market Supplement Policy and Procedure has been reviewed to ensure compliance with the Council's equal pay obligations and to clarify that a discretionary market supplement payment is primarily intended to address immediate and temporary recruitment or retention difficulties to allow longer term solutions to be developed.
- 1.2 The policy was agreed on 26 January 2026 under the delegations of the Executive Director of Corporate Resources to authorise minor amendments to the policy, in consultation with the Portfolio Holder.

2 Amendments

- 2.1 The titles and formatting have been updated to reflect the new version and date. The policy and procedure have been put in the First person and links to documents etc added throughout.
- 2.2 The Council utilises market supplements to maintain competitiveness and ensure essential roles are effectively filled. Market supplements are a temporary measure to address immediate recruitment and retention challenges, which will be withdrawn after 12 months, with the expectation that longer-term solutions will be developed.
- 2.3 The Market Supplement Policy and Procedure has been reviewed to ensure compliance with the Council's equal pay obligations and to clarify that a discretionary market supplement payment is primarily intended to address immediate and temporary recruitment or retention difficulties to allow longer term solutions to be developed. Managers are currently required to review market supplements annually if not more frequently but going forward any supplement paid will now be limited to a maximum duration of 12 months. It will not be extended, unless an extension is agreed through a formal application process prior to the end of the 12-month period.
- 2.5 The revised policy establishes a Corporate Panel to approve market supplement requests and outlines in detail the evidence required to support decision-making. These updates strengthen the Council's commitment to equality, value for money, and strategic workforce planning.
- 2.6 The updated policy introduces a number of changes designed to strengthen governance, improve clarity, and ensure compliance with equality legislation and best practice. Key updates include:
 - Clarification of the process for applying and reviewing market supplements, including expanded and updated application forms outlining the information required from managers.
 - Strengthened governance and accountability through the introduction of a Corporate Panel to approve requests, with final ratification by the Chief Executive.

- A limit on the duration of market supplements to a maximum of 12 months. Supplements will automatically end at this point unless a new application is approved, and managers are responsible for tracking end dates and following the withdrawal process where required.
- Alignment of the process for school and non-school posts to ensure consistency across the organisation.
- A requirement for managers to assess equality implications on protected groups before any decision is made, ensuring the impact of applying a supplement is fully understood.
- Clarification of roles and responsibilities within the process.
- Confirmation that market supplements are subject to tax and National Insurance contributions and are pensionable under the Career Average Revalued Earnings (CARE) scheme, but not the Final Salary Scheme.
- Incorporation of feedback from stakeholders, including People Services, Finance, and School Governing Bodies, to ensure the updated approach is robust, transparent, and fair.

3.0 Trade Union Consultation

3.1 The Trade Unions were consulted on this policy on 11 February 2025. They were happy with the policy amendments overall but had the following comments:

- a) Queried the date the market supplement should commence as felt should be from the date the application was submitted. At the time it was suggested, it be from the date the Decision Record was signed by the Chief Executive, but this has since been updated to the date of the Corporate Panel which is earlier in the process.
- b) Clarify on the form the effective start date, added 'will commence on the date approved by the Corporate Panel.'
- c) Queried why the annual review of market supplements would no longer take place. It was clarified this was due to the market supplements automatically now ending after 12 months which negates the need for the annual review.
- d) As the market supplement will end after 12 months add into policy that 'its advisable Managers submit a new application in good time to avoid any delay'. Added.
- e) Add to the policy that any continuation of a market supplement will again only be for a further 12 months. Added.

4.0 Conclusion

4.1 The updated Market Supplement Policy and Procedure introduce changes to improve governance, transparency, and compliance with equality legislation. As a result, it reduces the risk the council is exposed to from potential equal pay claims. The main changes include a 12-month limit on supplements, a new Corporate Panel approval process and details of the business case required to aid decision making.

6.2 As market supplements pose an equal pay risk to the organisation it is important that the business case for their payment is regularly reviewed in line with the Market Supplements Policy and if the business case no longer exists appropriate action is taken to withdraw the payment. In the event of a claim against the Council, the business case and current evidence of the reason for the payment is crucial in defending any equal pay claim.

6.3 The payment of a discretionary market supplement will be considered going forward to address temporary recruitment and retention issues in order to restrict any detrimental effect on services and allow longer term solutions to be developed.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the updated Market Supplement Policy and Procedure.
- (b) Formally approve the adoption of the Market Supplement Policy and Procedure.
- (c) When adopted, notify all staff of the revised Market Supplement Policy and Procedure that is available for employees within the school.

Zoe Martin
Director of People Services

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Background Papers

None



Inmans Primary School

Accessibility Plan 2026-2029

Date	Written By	Review Date
March 2026	S Fellows	March 2029

Contents:

1. Purpose of the school plan

2. Aims and Objectives

3. Current good practice

- ☐ Physical Environment
- ☐ Curriculum
- ☐ Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

7. Implementing, evaluating and reviewing the accessibility plan

1. The purpose of the school plan:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Inmans Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Inmans Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes linked to the SDP. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Inmans Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Inmans Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Maintain and improve adaptations to the physical environment**
- **Improve the delivery of written information to the school community,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with emotional or medical needs; There are very few if any activities that pupils cannot be involved in with appropriate support and provision of staff. The building itself is compliant with the 2010 guidance as the new build incorporated all legislation available at that time. The build was completed in April 2011

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties, however by differentiation and TA support all can be accessed at a level commensurate with ability. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten do and will take account of any disabled pupils.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff.

4. Access Audit

The school is a new building with wide corridors and several access points from outside. KS1 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. Automatic doors give greater access to visitors to the school. There are fire access points from all classrooms the hall and bistro.

On-site car parking for staff and visitor includes three dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, two outside the Hall and two on the KS2 corridor. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

We consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority to ensure the facilities within the building meet the needs of the pupils.

6. Action Plan

The school's main accessibility priorities between 2026- 2029 are:

- Extend the specialist provision unit with suitable access and areas for the pupils that access it.
- Design and resource a 'soft landing' nurture space for pupils to regularly access if needed for regulation before learning
- Design and build a new playground – which is an enclosed safe space for the pupils that also access the Specialist Provision Unit and other pupils that may benefit from time there. E.g. pupils who require small safe, space play
- To further develop the range of before and after school clubs to be all inclusive and enriching.

The school's self-evaluation policy enables the school to monitor and evaluate our resource and curriculum provision, including off-site visits and data on assessment outcomes, attendance, bullying and exclusion. The information and evidence we have collected from our self-evaluation work indicates that there are currently no aspects to which disabled pupils and other stakeholders experience significant barriers.

7. Implementing, evaluating and reviewing the accessibility plan

This accessibility plan was generated in the spring term in 2026. It was approved and adopted by the full Governing Body later in the summer term. The finance and premises committee of the Governing Body will monitor and evaluate the plan's implementation throughout its timescale. Minutes of the committee meetings will provide a record and evidence of evaluations and reviews. A copy of the accessibility plan will be on the school website. The governors, staff and interested parents / carers will review this plan and revise it as part of our school's self-evaluation programme.



Inmans Primary School

Health and Safety Policy

Date	Written By	Approved by	Review Date
June 26	S Fellows	Pending	June 28

Inmans Primary School recognises the benefits of a positive health and safety culture in promoting an effective learning environment in which employees, students and visitors are protected from harm.

We also appreciate that whilst managing our activities we need to be risk aware, but not necessarily risk averse.

The policy of this school is to provide and maintain, so far as is reasonably practicable, safe and healthy working conditions, equipment and systems of work for all employees and other persons and to provide such information, training and supervision as is necessary to achieve this aim.

Inmans have, in accordance with the councils Corporate Safety Policy, devised this specific safety policy to record their own commitment, in terms of time, resources, finance and effort, to the health, safety and welfare of all affected by our activities, and to state our own arrangements.

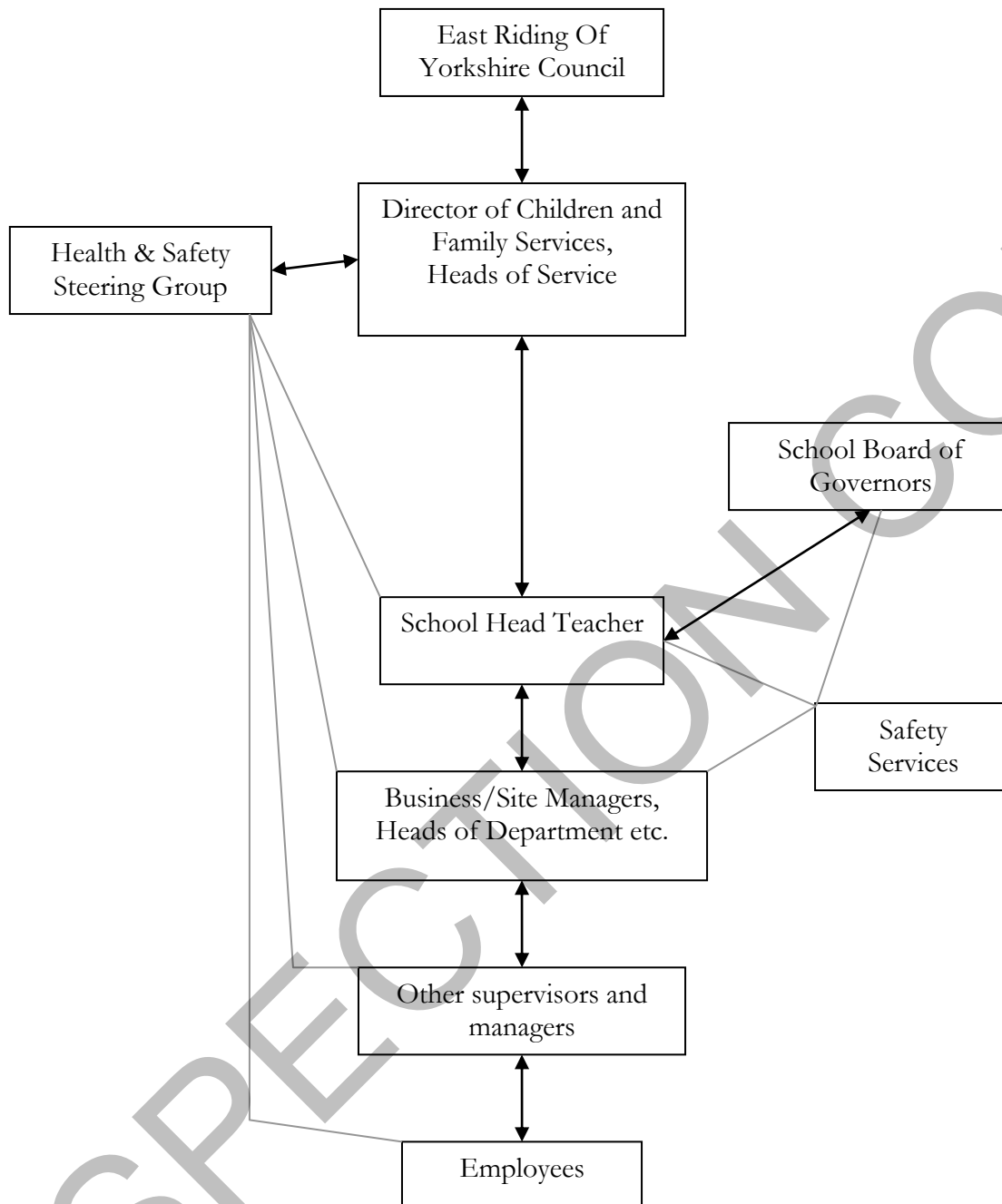
The Policy will be reviewed on an annual basis or when changes in legislation so warrant.

AIMS OF THE POLICY STATEMENT

The aim of the Policy is to ensure that reasonable action is taken to ensure the health, safety and welfare of all persons using the premises:

- 1) to establish and maintain a safe and healthy environment throughout the school;
- 2) to promote and maintain safe working procedures for employees and other persons;
- 3) to make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
- 4) to ensure the provision of sufficient information, instruction, training and supervision;
- 5) to maintain a safe and healthy place of work and safe access and egress from it;
- 6) to produce effective emergency evacuation procedures;
- 7) to produce adequate accident reporting procedures;
- 8) to provide and maintain adequate welfare facilities;
- 9) to make any special arrangements as may be necessary to ensure the health and safety of any disabled person using the premises.

Lines of Responsibility



Lines of authority/accountability



Available lines of guidance & support

Roles and Responsibilities

School Governors

Governing bodies must act as a corporate body.

The governing body carry out their function with the aim of taking a largely strategic role in the running of the school. This includes setting up a strategic framework for the school, setting aims, objectives and policies and targets for achieving the objectives and reviewing progress.

In foundation and voluntary aided (VA) schools the governing body as the employer has overall responsibility for health and safety matters. In community and controlled schools, the local authority has overall responsibility.

In all cases the governing body will ensure: -

- A health and safety policy has been produced reflecting the health and safety management arrangements specific to their individual school;
- A school health and safety management plan is agreed and implemented in line with the Council policy;
- Risk assessments are carried out;
- All health and safety matters within the school are effectively managed;
- Wellbeing of the Headteacher and all members of staff remains a high priority and that a wellbeing policy is implemented and managed effectively at all levels.
- An annual audit is completed, in addition to a termly inspection by the Governors Resources Committee.

Headteachers

Headteachers under the direction of the governing body are responsible for implementing the corporate and directorate health and safety policies and the school's health and safety policy. To achieve this, Headteachers must: -

- Produce and maintain a school specific health and safety policy and supporting safety procedures. Guidelines from Safety Services should be used in the event that the school does not introduce their own;
- Ensure that all health and safety matters within the school are effectively managed;
- Produce, monitor, review and report progress on the school's health and safety plan to the board of governors;
- Arrange for appropriate consultation with employees in the workplace;
- Ensure all new employees receive a suitable and sufficient safety induction;
- Ensure the wellbeing of all staff remains a high priority and that the wellbeing policy is implemented and managed effectively at all levels;
- Ensure that suitable and sufficient risk assessments are carried out, reviewed and that safe systems of work are developed and communicated to all staff;

- Ensure appropriate equipment, tools and protective equipment is provided to enable work to be done safely. Maintain it and where necessary to ensure safety, inspect it appropriately with records of inspections maintained;
- Ensure relevant statutory inspections take place within their school;
- Ensure all accidents, incidents and dangerous occurrences are investigated and recorded promptly in accordance with the accident reporting procedure;
- Ensure that an educational visits co-ordinator is appointed and that visits are managed safely;
- Ensure that formal health and safety inspections are carried out at least once each term and remedial action taken where necessary.
- Ensure that health and safety is a standard agenda item on appropriate staff meetings.

These duties may be delegated to other responsible managers, but oversight and responsibility remain with the Headteacher.

Business Manager, Site Manager, Assistant Heads and Phase Leaders

Managers are responsible and will be held accountable for achieving compliance with this policy within their area of service delivery.

They are responsible for the duties delegated to them by the Headteacher.

In particular they have the following responsibilities;

Business Manager

- For ensuring that all communications regarding Health and Safety are received by the Head Teacher.
- Ensuring annual checks of equipment are undertaken and reports forwarded to Head & Governors (PAT Testing, PE equipment, Adventure playground,)
- Cyclical maintenance checks undertaken and action undertaken for any issues identified
- Risk assessments updated & reported to Headteacher and governors
- Fire Safety checks/Fire Extinguisher checks/Fire Log Book including fire drill reports
- For ensuring that all visitors to the school sign in and understand the Safeguarding Statement.
- For ensuring that all contractors have signed in and are given relevant manuals
- Ensure all accidents, incidents and dangerous occurrences are investigated and recorded promptly in accordance with the accident reporting procedure;
- Maintenance and upkeep of first aid materials
- Identification and arrangement of staff health and safety training needs
- Overseeing the maintenance and servicing of site and equipment arrangements

Senior Management Team and other staff with responsibility for managing others

The following share responsibility for the day-to-day welfare of the teams they lead:

- Headteacher
- Business Manager

Caretaker

- The maintenance of building documentation, records and site maintenance manuals
- Dates of all system and equipment checks incl. Boilers, fixed wire, gas, PHS etc.
- Daily site check
- Site checks for defects
- Site security
- Gullies & gutters
- Fire System checking (weekly)
- Emergency Lighting check (monthly)
- Water checks (temperature)(weekly)
- Drainage and checking of drains
- Central heating
- Snow and path clearing

Employees

Every employee is expected to co-operate with the Council, Board of Governors and the Headteacher on all aspects of health and safety and in accordance with section 7 of the Health and Safety at Work etc Act take reasonable care of their own safety and that of others who may be affected by their acts or omissions.

Furthermore, the following requirements are expected of every employee: -

- Carry out assigned tasks and duties in accordance with the information, instruction and training given, following agreed risk assessments and safe methods of working;
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of safety, health or wellbeing, or to do anything likely to endanger themselves or others;
- Use tools, equipment and materials provided for their intended use only, in accordance with the information, instruction and training they have been given ensuring that damaged faulty equipment is not used and reported to their supervisor/line manager;
- Through the Performance Management Review process and regular meetings, cooperate with managers in identifying any training needs, including updates and refresher training;
- All employees have a responsibility to act immediately upon discovering or receiving a report of a workplace hazard to rectify or otherwise make the situation safe,
- Raise any concerns about their wellbeing in an open and frank way so that appropriate support can be given and action taken to address these concerns in line with the Council's wellbeing policy;
- Report all accidents and any unsafe practices or conditions to their supervisor/line manager.

GENERAL RESPONSIBILITIES – Staff

- 1a) No class of primary age children should be left for any reason in an emergency and even then a colleague or the Head Teacher should be made aware of the situation and asked to keep an eye on them.

- 1b) Sharp craft tools must be stored safely and when in use constant supervision must be exercised.
 - 1c) A particularly high level of supervision must be exercised when children are assisting in the movement of equipment
 - 1d) No child must be allowed out of school during school hours unless there is clear evidence of a request from the parent or guardian. The Head Teacher must be notified and any letter making such a request should be kept until after the pupil's return.
 - 1e) In all but exceptional circumstances, agreed by the Head Teacher and the parents, all children leaving during school hours must be collected by an adult and not be allowed to leave school unaccompanied. The adult must complete the signing out book and must be over 16 years of age.
- 2) In the absence of the Head Teacher, an Assistant Head or phase leader will discharge the above responsibilities.
 - 3) In addition to the overall responsibility of the Head, the following have delegated responsibility in the areas shown:

	Area	Special Responsibility
All teachers	Corridors before and after breaks. Own classroom / area Computer suite Staff Room Resources Areas Store Rooms PE Stores Playgrounds and field	Day-to-day safety
Business Manager	School Offices Reception Area	Day-to-day safety
Caretaker / Cleaner	Caretaker's store room and cupboard	Day-to-day safety
Business Manager	Dining Hall Packed lunch room (classroom) Playgrounds (lunchtime) Field (lunchtime)	Day-to-day safety
Stocking of First Aid boxes in classrooms and the main office.		Resources Manager

- 4) All staff have the responsibility to co-operate with the Head Teacher to achieve a healthy and safe workplace and to take reasonable care of themselves and children.
- 5) Whenever a teacher or supervisor notices a health or safety problem which they are not able to put right they must straight away tell the appropriate person.

Arrangements for the Management of Health & Safety

Policy and Guidance

School policies and guidance are produced and regularly reviewed. These will be brought to the attention of all relevant employees at induction on first appointment and thereafter, following any significant change.

These arrangements should be read in conjunction with those contained in the Directorate and Corporate Health and Safety Policies.

Health & Safety Advice

Advice is available from the council's safety services section and in addition to visits, e mail and telephone advice, has a range of guidance documents and resources available on their Insight Intranet pages.

Consultation on Health, Safety and Wellbeing

The school will:

- Consult with employees about matters affecting their health, safety and wellbeing,
- Ensure that health and safety is a standing item on all team and management meetings,
- Where requested under the Safety Representatives and Safety Committees or the Health & Safety (Consultation with Employees) Regulations form a school Health and Safety Committee.

Training

All employees, including temporary and agency employees will receive,

- Induction training – on commencement of employment or immediately after any significant change to their duties, responsibilities or place of work, It will include:
 - Emergency procedures
 - 1st aid arrangements
 - Accident reporting
 - Hazard/safety issue reporting
 - Location of policy, guidelines and other relevant documents
 - Relevant risk assessments and safe systems of work
 - Smoking restrictions
 - A tour of the premises/site
 - Other relevant information
- Competency based training – relevant to the individual's role and development needs will be identified by managers and headteachers and delivered by the most efficient means, e.g. specialist courses or local in house team discussions.

Records of competencies, skills and training will be kept for management purposes.

Audits

The school governors and headteacher are expected to ensure that the school's health and safety management systems and records are audited once per year to identify any weaknesses and areas for improvement.

Inspections

Periodic health and safety inspections (including Fire Safety & play equipment) will be carried out by the headteacher or those delegated with the task. The frequency of inspection of any particular item or topic may vary from daily, weekly, monthly, six monthly or annually as required by legislation (Statutory Inspections), risk assessment or good practice.

General health and safety inspections of the premises and site will be carried out at least once per term by a member of school staff in conjunction with governors where possible.

Results of inspections, including any remedial actions, will be recorded.

Risk Assessments

All school activities will be subject to a risk assessment and where there are any significant risks identified, they will be recorded.

The process of recording a risk assessment will include identifying the relevant control measures and devising a safe system of work that the person carrying out the task follows to ensure the health and safety of themselves and others who may be affected.

Health Surveillance

Where required by specific legislation and/or a risk assessment, health surveillance will be carried out to monitor and ensure that the individual suffers no work related adverse effects from their employment at our school.

Emergency Procedures

The school will ensure that there are written procedures in place that are to be followed in the event of an emergency that may affect the occupiers of the school premises or site including those temporarily off site on educational visits.

The procedures will extend beyond fires and bomb threats and will also consider any other significant threat.

Where necessary, training will be delivered to anyone with specific roles to play within the procedures and this may extend to practice drills, e.g. fire drills.

Other arrangements to ensure that safety systems are maintained and tested will be put in place.

Accidents, Injuries, Diseases and Dangerous Occurrences

The Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR) stipulate that certain events have to be reported to the Health and Safety Executive (HSE). It is essential that the guidance from Safety Services is followed in a timely manner so that accidents are recorded, investigated and reported to the HSE appropriately. Further guidance and documents are available: <http://insight.eastriding.gov.uk/directorates/cr/hr/safety-services/accidents/>

Employment of Young or Vulnerable People

The safety of young (under 18 years) and vulnerable people (under 25 years) has to be subject to a specific risk assessment and/or a review of relevant existing risk assessments to take account of their inexperience and ensure they are not subject to any additional risk of harm or injury. The parent or carer must be provided with comprehensive and relevant information before the young person begins work.

Other Statutory Arrangements and Regulations (Thorough Inspections, Asbestos, Water Hygiene etc.)

Where relevant, the school headteacher will ensure that appropriate management arrangements are in place to maintain premises, equipment and systems in a safe condition.

Contractors and Self-Help Maintenance or Construction

Visiting contractors must be managed whilst on the school site.

Information about the risks, hazards and control measures (e.g. emergency procedures, asbestos, segregated area of work, etc.) that each party will be exposed to for the duration of an activity must be exchanged.

School staff must raise any concerns about contractor safe working practices immediately, if it looks wrong or anyone is unsure, stop and ask. Seek further guidance if necessary.

Any proposal to engage contractors to carry out construction activities must follow all permissive protocols (internal, planning, building control, etc.) before activity commences. Such projects must comply with the Construction, Design and Management Regulations which places duties on Clients (the school), designers, contractors etc. The 'Schools Self Help Contract Monitoring Form' must be submitted to Safety Services. Further guidance can be obtained from Safety Services (<http://insight.eastriding.gov.uk/directorates/cr/hr/safety-services/safety-topics/construction-design-management/>) or Infrastructure & Facilities.

Safeguarding and Security

The school will have in place measures to safeguard young people, vulnerable individuals, and visitors including;

- a site security policy
- security measures
- consistent supervision of children
- appropriate disclosure and barring checks
- visitor signing in and identification arrangements

Please also see the school safeguarding policy and procedures.

Inmans Primary School

School Visits

Date: 25/2/26

Name: Susie Rix

Outdoor learning

In school to hear Year 2 readers, when Mrs Charlton informed that the children were all going outside for outdoor learning and I could join them

This was to be a talk from the company who had been replacing the school roof.

Interesting talk which engaged the children. It explained how the roof had needed replacing and the work that had had to be done in order to make the roof waterproof, strong and have some longevity. The children were given a sample of the roof covering to hold and pass to each other, seeing how light in weight it was. The structure of the new roof was also explained with a small sample shown to the children

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Inmans Primary School

Visits in school 4/3/26

Governor: Susie Rix

Wednesday afternoon usually hear Year 2 children read. However the children were expecting a visit from the fire department so i was invited to join the children

The Fire Department visited both classes in year 2. They talked to the children in the classroom about their jobs, how to stay safe etc.

Outside the children go to climb inside the cab of the fire engine and try on jackets and helmets. Once the children had experienced this and learned what the firemen do, they returned to class.

Outdoor learning took place after this, with the children, having been placed into teams, having to learn how to put a fire out manually. Passing buckets of water down the line , finally filling a large container.

The children had been learning about the Great Fire of London and understanding how different it was then and now. Hedon museum also came to talk to the children about a fire that took place in Hedon in 1656 destroying a large part of the town.

Inmans Primary School

School Visits

Date: 11/3/26

Name: Susie Rix

Fire drill

In school to hear Year 2 readers, when the fire alarm was heard.

I was in the corridor hearing one of Mrs Charlton's children read, and on hearing the alarm, I along with the child went into Mrs Charlton's classroom in order to exit the building with her and her class through the outside door.

We assembled on the designated area outside , with all KS2 children lined up in their classes.

This was really well done with children calmly lined up and being checked they were all there by their teachers.

This had been a practise fire drill, done a little more frequently due the roof work on the school which meant the exits from the school kept being amended for the children's safety

As per governor actions from last meeting. Met with Mrs Fellows to look at CPOMS. She explained how this works

Inmans Primary School

School Visits

Date: 11/3/26

Name: Susie Rix

D&T

In school to hear Year 2 readers. Mr Johnson was delivering a science lesson for the two classes. I was collecting a child to read and didn't want to interrupt while he was demonstrating to the children the activity of using the hand saws, so I waited and joined in. The children were enthralled, listened carefully and followed the instructions.

Date: 11/2/26

Science

While in school to hear Year 2 readers was able to see the children had been creating wheels from different materials to. Children explained to me which was the most successful and why.



EAST RIDING

OF YORKSHIRE COUNCIL

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Tom Chamberlain Interim Director of Children and Young People, Education and Schools

Post Agenda Documentation

Inmans Primary School

Monday 29 June 2026 at 6.00pm

Following the publication of the agenda, the following documents were either circulated prior to the meeting or tabled at the meeting:

Agenda Number	Item
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18	H&S Visit - Temperatures
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Merlin Joseph

Executive Director of Children, Families and Schools

School visit 25th & 26th June 2026
Health & Safety

This week had been a heat wave across the country. Wednesday 24th, as usual I would be hearing year 2 readers.

9 am I found myself walking through the school and noted how everything had been done to mitigate the heat that was expected that day. Classrooms had blinds down, lights off and stand alone fans (such as they are) to help keep the children comfortable. Drinks were on the table, encouraging them to drink frequently and also the children were free to go to the toilet as and when they needed to.

The corridor and open area within the school, now used as a learning hub and library has air conditioning. As does the server/photocopier room. This was from the original build as equipment used in these areas needed to be kept cool; the learning hub originally housed a suite of computers.

As a result, this meant the whole area and main corridor was comfortable, especially as the atrium windows had recently been replaced along with the roof.

Noting all this as every step had been made that could be made had been put in place in order for the children & staff in maintaining a working environment.

Wednesday afternoon, I came as usual to hear Year 2 children and sat outside the classroom in the corridor. I was pleasantly surprised how comfortable it was with the temperature, warm, but not too hot.

Year 2 and Year 6 classrooms receive the morning sun as they face east. However the rest of the school faces south and west and is considerably warmer.

By the 3pm, I stepped inside the classroom opposite to the year 2 room, to find it very uncomfortable, quite the opposite in temperature and humidity despite doors open to create air flow and a fan etc.

Knowing the weather was not breaking and we expected a rise in temperature for Thursday and Friday, I arranged with Mrs Fellows to come in and record the classroom temperatures.

Thursday 25th, the results ranged from 27 degrees to 29 degrees, with humidity high and making a crucial difference.

What was concerning was the classroom with the youngest children, Foundation stage/EYFS temperature 29 degrees

Friday 26th weather prediction was highest temperatures we had experienced all week of 30 degrees and it had been found that temperatures in the school were already been uncomfortably high, and an increase would be concerning.

This resulted in Mrs Fellows emailing parents that they may collect their child/children from school from 1pm. In both days where I recorded the temperature, using the same thermometer giving it time to adjust to the room, I took a photograph of it too so that date and time are also recorded.

Fridays results of which are:

Y5 30 degrees humidity 64 (a few children)

Y1 29 degrees humidity 64 (a few children)

EYFS 30 degrees humidity 65 (empty classroom with fans and air flow)

Y4 28 degrees humidity 61(empty classroom with air flow

Year 6 (faces east) 28 degrees humidity 61 (had few children and air flow - one of the cooler rooms)

Year 3 28 degrees humidity 59

Entrance area 29 degrees humidity 62

All classroom temperatures had increased from Thursday. With an average temperature reading of over 28 degrees.

The only way to achieve a safer temperature for the children and to ensure they are able to learn effectively in comfort, is to have some type of air conditioning in the classroom. Having only one area in the school that inherited air conditioning within the new school build in 2011, is no way adequate.

The school building is not designed to enable a good air flow at all. Resulting in the heat also being trapped inside, so if the outside temperatures do drop, the school still remains hotter inside than is comfortable for children and adults to work in.

Of course we cannot control the weather, but the pattern of experiencing a heat wave is more regular, and safety and comfort of the children in school is paramount.

A recurring situation requires more than managing.

All the children coped well with the situation , but all looked tired and hot. This does not encourage learning taking place and children cannot achieve their best. This also puts unnecessary pressure of the staff who will always do their utmost to ensure children are alright, hydrated, and as much as possible teach.

To note that the majority of parents collected their children from school Friday lunchtime. The few remaining children were in then kept in the air conditioned area

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