



EAST RIDING

OF YORKSHIRE COUNCIL

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Tom Chamberlain Director of Education, Schools and Inclusion

Our Ref: gov_ag/Aut25/ST
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Tel Direct: 01482 392429
Date: Monday, 17 November 2025

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 1 December 2025 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 Sian Trulio who can be contacted on sian.trulio@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 Annual Declaration of Pecuniary and Business Interests

- a) Governors are asked to complete a declaration of pecuniary and business interests using the following link if not already done so:
https://east-riding-self.achieveservice.com/service/School_governor_declaration_form
- b) to review the register of pecuniary interests.

6 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 two of which there are on Authority and one Co-opted vacancies;
- b) to note the resignation of Emma Everitt as a Co-opted governor;
- c) to note that Sarah Daniels' term of office as a Parent governor would end on 14 December 2025;
- d) to note that Fleur Ritson-Walton's term of office as a Parent governor would end on 14 December 2025.

7 Election of Chair

- a) governors are asked to determine the term of office for the Chair;
- b) to elect a Chair for the term of office agreed by the governing board.

Governors are reminded that anyone who is employed as a teacher or otherwise at the school is not eligible for appointment as Chair or Vice-Chair.

8 Election of Vice Chair

- a) governors are asked to determine the term of office for the Vice-Chair;
- b) to elect a Vice-Chair for the term of office agreed by the governing board.

9 Revision of Committees and Delegation of Financial Responsibilities and Staffing Functions Enclosure

- a) to review the membership and terms of reference of the committees;
- b) to review the delegation of financial responsibilities to a committee or Headteacher and identify/confirm specific limits for spending and virements;
- c) to review the delegation of staffing functions to the Headteacher in accordance with the School Staffing Regulations 2009.

- 10 **Election of Governors with Special Responsibilities** Enclosure
- To consider the election of governors with special responsibilities.
- 11 **Minutes** Enclosure
- To authorise the Chair to sign the minutes of the meeting held on 23 June 2025.
- 12 **Matters Arising from the Minutes**
- To review any matters arising from the minutes.
- 13 **Governor Actions** Enclosure
- To review any actions from the previous meeting.
- 14 **Committee Minutes** Enclosures
- To receive for information any minutes/reports from all committees.
- a) Standards Day – 16 September 2025;
 - b) Resources Committee – 20 October 2025.
- 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**
- 15 **Report of the Headteacher** Enclosures
- To receive the Headteacher's termly report including the following documents:
- a) Report of the Headteacher;
 - b) Data Crib Sheet;
 - c) Monitoring and Evaluation Document (MED);
 - d) Attendance Information.
- 16 **School Development Plan 2025/2026** Enclosures
- a) to receive the School Development Plan 2025/2026 for approval;
 - b) to consider the governing board's objectives regarding the school's development and their own development as part of leadership and management.
- 17 **Safeguarding Report** Enclosure
- To receive the termly update report.

18 **School Financial Value Standard**

To consider the School Financial Value Standard for approval and submission to the Local Authority.

Governors are reminded that the School Financial Value Standard **must** be approved by the full governing board.

Section 3: Approval of Policies and Reports

19 **Cycle to Work Scheme**

Enclosure

To consider the scheme for approval and adoption.

20 **Family Friendly Rights Policies**

Enclosure

To consider the following policies and procedures for approval and adoption:

- Adoption Pay and Leave Policy and Procedure;
- Adoption Pay and Leave Policy and Procedure (School Based and Centrally Employed Teaching Staff);
- Maternity Pay and Leave Policy and Procedure;
- Maternity Pay and Leave Policy and Procedure (School Based and Centrally Employed Teaching Staff);
- Ordinary Parental Leave Policy and Procedure;
- Paternity/Maternity Support Leave Policy and Procedure;
- Shared Parental Leave Policy and Procedure.

21 **Injury Allowance Scheme**

Enclosure

To consider the scheme for approval and adoption.

22 **Probationary Policy – Schools**

Enclosure

To consider the policy and procedure for approval and adoption.

23 **Sustainable Exceptional Performance Policy**

Enclosure

To receive the policy and procedure for information.

24 **Time Off for Public Duties Policy**

Enclosure

To consider the policy and procedure for approval and adoption.

25 **School Policies**

Enclosures

To consider the following school policies for approval and adoption:

- a) Collective Worship Policy;
- b) Uniform and Appearance Policy.

Section 4: Governing Board Items

26 Keeping Children Safe in Education 2025

To ensure strategic oversight, governors are asked to confirm they have received and read at least Part One of the revised statutory guidance.

27 Governor Visits

To receive any governor visit reports.

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.

28 Governor Development and Training

Enclosure

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

29 Any Other Urgent Business

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

30 Review of Actions

To review the actions agreed in the meeting.

31 Future Meetings

Resources Committee

Monday 2 February 2026 at 6.00pm;
Monday 18 May 2026 at 6.00pm.

Full Governing Board

Monday 16 March 2026 at 6.00pm;
Monday 29 June 2026 at 6.00pm.

Inmans Primary School

Committee Structure Report

Autumn 2024

Appeals Committee

Quorum: 3

Membership

Membership to consist of any three Governors, selected by the Chair, not previously involved.

TERMS OF REFERENCE

1. Hears appeals against pay policy decisions;
2. Hears appeals against dismissal or redundancy decisions;
3. Hears appeals against decisions of the disciplinary committee;
4. Act as grievance appeals panel;
5. Hears parental appeals against exemptions from the national curriculum.

Complaints Committee

Quorum: 3

Membership

Membership to consist of any three Governors, selected by the Chair, not previously involved.

TERMS OF REFERENCE

1. Hears parental complaints;
2. Acts as the Pupil Discipline Committee.

Performance Review Committee

Quorum: 3

Membership

Mr N Jackson;
Mrs S Rix;
Mrs V White.

The School Improvement Adviser also attends this committee.

TERMS OF REFERENCE

1. To agree and review the performance of the Headteacher and Deputy Headteacher;
2. To review the pay of the Headteacher and Deputy Headteacher.

Pay Review Committee

Quorum: 3

Membership

Mrs S Daniels;

Mrs E Everitt;

Mr N Jackson
(Chair).

TERMS OF REFERENCE

1. To consider any requests made in relation to pay;
2. To consider any pay related disputes.

Resources Committee

Quorum: 3

Membership

Mrs S Daniels;

Mrs E Everitt;

Mrs S Fellows;

Mr N Jackson (Chair);

Mr L Johnson;

Mrs F Ritson-Walton;

Mrs S Rix;

Miss C Turnbull;

Mrs V White;

Mr P Wilkinson;

Mr R Wood.

TERMS OF REFERENCE

1. Determines the Pay Policy;
2. Responsible for redundancy or dismissal decisions;
3. Forms the consultative committee for trade unions;
4. Manages the School Estate;
5. Considers Health and Safety Issues;
6. Responsibility for appointments be delegated to Headteacher in consultation with one or more governor;
7. The power to approve a budget;
8. The power to amend a budget up to £10,000 be delegated to the Headteacher, variations over £10,000 be delegated to the Resources Committee;
9. The Responsibilities to monitor and take corrective action to avoid overspending be delegated to the Headteacher;
10. The power to incur expenditure up to £10,000 within an approved budget be delegated to the Headteacher, over £10,000 and up to £20,000 with the Resources Committee amounts over this amount to Full Governing Board;
11. Compliance with financial regulations is to be the responsibility of this Committee;
12. To receive reports from relevant committees on financial issues.

Membership

Mrs S Daniels;
Mrs E Everitt;
Mrs S Fellows;
Mr N Jackson;
Mr L Johnson;
Mrs F Ritson-Walton;
Mrs S Rix;
Miss C Turnbull;
Mrs V White;
Mr P Wilkinson;
Mr R Wood.

Terms of Reference

1. To advise the governing board on curriculum issues in school;
2. To receive presentations from members of staff;
3. To monitor pupil progression and performance, with particular attention to vulnerable pupils.

This committee reports to the Full Governing Board and will carry out Learning Walks rather than hold termly meetings.

Delegation of Staffing Responsibilities

1. Appointments/dismissals below the Senior Leadership Team (SLT) to be delegated to the Headteacher;
2. Appointments/dismissals at SLT and above to be approved by Governors.

Inmans Primary School

Inmans Primary School

Inmans Road

Hedon

Hull

HU12 8NL



Positions

Headteacher	Sue Fellows
Chair	Susie Rix
Vice Chair	Vacant
Clerk	Sian Trulio

Categories

Category	Number	Current	Vac's
Authority	1	0	1
Clerk	1	1	0
Co-opted	6	4	2
Headteacher	1	1	0
Parent	3	3	0
Staff	1	1	0

Responsibilities

Category	Number	Current	Vac's
Behaviour	1	0	1

Category	Number	Current	Vac's
Early Years Foundation Stage	1	0	1
Educational Visits	1	1	0
Emotional Health and Wellbeing	1	1	0
English	1	0	1
E-Safety	1	1	0
Filtering and Monitoring	1	1	0
Health and Safety	1	1	0
Mathematics	1	1	0
Pupil Premium	1	1	0
Safeguarding and Child Protection	3	2	1
SEND	2	2	0
Spiritual, Moral, Social, Cultural (SMSC)	1	0	1
Sports Premium	1	1	0

Governors (Inmans Primary School)

Name	Position	Appointed	Responsibilities
Clerk			
Sian Trulio	Clerk	01/01/2018 - 01/01/2038	
Co-opted			
Nicholas Jackson		01/04/2023 - 31/03/2027	Pupil Premium (13/11/2023 - 31/03/2027), Sports Premium (25/11/2024 - 31/03/2027)
Co-opted			
Susie Rix	Chair	25/11/2024 - 24/11/2028	Educational Visits (25/11/2024 - 24/11/2028), Safeguarding and Child Protection (25/11/2024 - 24/11/2028)
Co-opted			
Philip Wilkinson		19/06/2024 - 18/06/2028	E-Safety (28/11/2022 - 11/09/2026), Safeguarding and Child Protection (28/11/2022 - 11/09/2026), Filtering and Monitoring (25/11/2024 - 18/06/2028)
Co-opted			
Richard Wood		01/04/2023 - 31/03/2027	Health and Safety (13/11/2023 - 31/03/2027)
Headteacher			
Sue Fellows	Headteacher	01/02/2018 - 01/02/2038	
Parent			
Sarah Daniels		15/12/2021 - 14/12/2025	SEND (15/12/2021 - 14/12/2025), Emotional Health and Wellbeing (28/11/2022 - 14/12/2025)
Parent			
Fleur Ritson-Walton		15/12/2021 - 14/12/2025	Mathematics (28/11/2022 - 14/12/2025)
Parent			
Claire Turnbull		15/07/2024 - 14/07/2028	SEND (25/11/2024 - 14/07/2028)
Staff			
Liam Johnson		11/02/2024 - 10/02/2028	

Standards Committee Meeting Notes

Date: 16 September 2025

Chair: Sue Fellows

Early Years (EYFS)

- Outcomes above both last year and national figures.
 - Results remain variable depending on cohort.
 - No concerns identified.
 - Boy/girl split data still to be added.
-

Phonics

- **Year 1:** Below national, but data skewed due to four pupils with additional needs (EHCPs/iPod). Without these, results likely in line with national.
 - **Year 2:** Five did not pass, four with EHCPs and two with iPod support. No significant concerns.
 - Scheme in place for several years; predictions indicate stronger outcomes next year.
-

Key Stage 1 (KS1)

- SATs no longer compulsory, but school continues assessments for tracking progress.
 - **Reading:** No major concerns. Slight dip in greater depth standard (GDS). Disadvantaged pupils data varies year to year but remains above national overall. Clear correlation between SEN and pupil premium pupils noted.
 - **Writing:** Significant concern. Declining trend, currently 55% for two consecutive years. Cohort-specific issues noted (COVID impact, speech and language difficulties), but a broader, consistent pattern is emerging.
 - **Maths:** Slight dip, but generally remains a strength.
-

Key Stage 2 (KS2)

- First time results fell below national averages in most areas.

- **Reading:** 66% at expected standard, but very strong GDS performance (38%).
 - **Writing:** 57% achieved expected standard. Only one pupil premium child met standard. Historic data shows writing progress challenges across cohorts.
 - **Maths:** Slightly below national for the first time in years.
 - **GPS:** Around national level.
-

Writing Focus

- Key concern across KS1 and KS2.
 - Staff analysis highlighted possible causes:
 - Over-scaffolding leading to lack of independence.
 - Outdated genres (e.g., postcards, diaries, newspaper reports) not engaging children.
 - Issues with writing stamina post-COVID.
 - Variability in teacher assessment and moderation.
 - English team reviewing curriculum genres, relevance of guided reading links, and balance between modelling and independence.
 - Performance management to include accountability for progress from EYFS through to KS2.
 - Consideration of wider strategies, including:
 - Sentence-level complexity work.
 - More engaging and current writing tasks.
 - Independent moderation/dip sampling of assessments.
 - Increasing pupil motivation and enjoyment of writing (e.g., workshops, festivals, external competitions).
-

Next Steps

- English team to present revised proposals at next Full Governing Body meeting, with writing forming a significant part of the School Development Plan.
- Further monitoring of teaching, modelling, and assessment consistency.

- Explore potential for extracurricular writing opportunities and external inspiration (literature festivals, author workshops).
-

Actions Summary

1. **Sue Fellows** to add boy/girl split data for EYFS.
2. **English Team** to review writing curriculum (genres, engagement, scaffolding, modelling).
3. **SLT** to ensure performance management links progress expectations from EYFS through to KS2.
4. **Governors** to revisit writing strategy at the next Full Governing Body meeting.
5. **School** to consider external opportunities (festivals, competitions) to build excitement for writing.

MINUTES of the Hybrid Meeting of the Resources Committee of Inmans Primary School held on Monday 20 October 2025 at 6.00pm.

P R E S E N T :-

Nick Jackson (in the Chair)

Sarah Daniels (Virtual Attendance), 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.

469 **APOLOGIES**

No apologies for absence were received, the meeting was in full attendance.

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

RESOLVED: that Grant Writing and School Based Nursery be raised under any other urgent business.

471 **DECLARATION OF INTERESTS**

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

472 **MINUTES**

RESOLVED: that the minutes of the meeting held on 19 May 2025 be confirmed and signed by the Chair.

473 **MATTERS ARISING FROM THE MINUTES**

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

474 **GOVERNOR ACTIONS**

RESOLVED: that all governor actions had been completed.

475 **BUDGET UPDATE**

The school had received £19,000.00 in April 2025 from the school budget support grant which had not been originally factored in. Additional Education, Health and Care Plans (EHCP) and iPod pupils had already been included within the budget. There had been an inspection of the iPod earlier today and it had been very positive. The report would be shared at the next meeting. The budget was in a good position for this point in the year and was balanced for three years currently.

Challenge: How much did the school charge for wraparound care?

Response: The school currently charged £3.00. Nurseries charged far more however, they had ratios to consider.

The Headteacher advised that the school had just increased the cost of the wraparound care and the clubs. Some benchmarking would be completed on other

schools and the provision they offered to compare. The school may look at a cost change next academic year however, now would be too soon after the most recent increase.

- RESOLVED:
- a) that the budget update be received;
 - b) that the iPod inspection report would be shared at the next meeting;
 - c) that benchmarking would be completed on the wraparound care provision.

476 FIVE YEAR BUDGET PLAN

Challenge: The school had always had a steady decline in revenue however, there seemed to be an increase in 2027/2028. What was the reason for that?

Response: The school always tried to forecast pupil numbers each year and because there would be less leaving in 2028, this had made an impact. The current Year 5 were a small cohort.

RESOLVED: that the five year budget plan be approved.

477 PUPIL PREMIUM PLAN

Previously, the school had paid for every trip for all Pupil Premium (PP) pupils, and not all pupils seemed to require the full trips to be paid for. The money could potentially be better spent on interventions in school. A letter had been sent out to parents this time in order to open discussions on payment plans. The school was still supporting some pupils fully however, they were now assessing on a case-by-case basis.

The school used the PP funding to pay for a Speech and Language Therapy (SaLT) diagnostic tool and a dyslexic diagnostic tool as well as Lexia however, they needed to consider new ideas. The Headteacher would contact another similar school to see how they utilised their PP funding and try to get some ideas on new ways to spend it. The results of this would be shared at the next meeting.

- RESOLVED:
- a) that that the Pupil Premium Plan be approved prior to publication on the school website;
 - b) that the PP benchmarking results would be shared at the next meeting.

478 SPORTS PREMIUM PLAN

The Sports Premium funding was used on the curriculum and for the Sports Partnership. There had been no significant changes since the previous year.

RESOLVED: that the Sports Premium Plan update be approved.

479 FINANCIAL STANDARDS COMPARISON

Comparable costs for catering staff and supplies were significantly high however, the school provided meals for four other schools. Premises staff costs and utilities costs were in line with similar schools. In most the recent estimate, the school had significantly underestimated the water bill however, they had now started entering more accurate readings. Teaching and support staff costs were very high, particularly for support staff.

Challenge: What costs were attributed to budget line E05?

Response: This line was for Admin Support Staff. There had been a few changes in the office recently however, it seemed to be working well.

Challenge: Could other schools perhaps be moving staff around the budget lines to create a balance?

Response: This was possible and something the school had done themselves in the past.

Challenge: Were the comparison schools similar in both size and catchment?

Response: They were similar in size but not catchment.

Challenge: Did the comparison take into account the high Special Educational Needs and/or Disabilities (SEND) needs at the school?

Response: This was unclear.

RESOLVED: that the Financial Standards Comparison be received.

480 **SCHOOL FUND ACCOUNT**

RESOLVED: a) that Rachael Headley be approved as the auditor of the School Fund Account;

b) that the School Fund Account for the 2024/2025 Financial Year be approved.

481 **CATERING ENQUIRY**

This had been discussed in depth at the previous meeting and governors had requested a full breakdown of income and expenditure which had been shared prior to the meeting.

The catering budget was positive by approximately £5,000.00 up to month five of the current financial year. For the entirety of the budget up to March 2026, the catering budget was predicted to be £12,600.00 in the positive. Last year, the school had made a loss however, invoicing for other schools was always a month behind and it depended when the funds came in from those schools. Staffing changes had been made where appropriate and Free School Meals (FSM) had been accounted for.

Challenge: Had the school considered a potential increase in meal costs?

Response: Both pupil and staff meal costs had been increased recently.

Challenge: Could the school survey parents to ask them what they would be willing to pay for a school meal?

Response: This was a possibility however, the school was not likely to be informed of the local authority recommended increase until July 2026.

Challenge: Had the school increased the charges to the other schools for meals?

Response: Delivery charges had been increased by £1.00 and the price per meal had also been increased. The school also charged a one-off fee for the average amount of meals for each school and this has also been increased. The school were also looking at potentially restarting the community meals again which could be another source of income.

Challenge: When there were bookings for room hire, did the school offer catering?

Response: It was not specifically offered however, it could be. It would depend on logistics.

RESOLVED: that the catering enquiry update be received.

482 **RESIDENTIAL VISITS**

The first residential visit was four nights and five days and the second visit was two nights and three days. The cost difference was very minimal, and the school tried to save money where they could and give lieu time for staff who attended. The Staff Residential Visits Policy had been rewritten to make this clear.

RESOLVED: that the residential visits were approved.

483 **GDPR**

There had been one Subject Access Request (SAR) and one Freedom of Information (FOI) request last year. They had all been completed in the required time frame. There had been one more SAR this academic year.

Challenge: Had the SAR been pupil or staff related?

Response: It related to an ex-member of staff.

RESOLVED: that the Information Data Summary Report (IDSR) be received.

484 **GRANT WRITING**

The school were proposing for members of staff, who were willing, to complete grant applications in their own time. If the grants were successful, then a proportion of that money would go to the member of staff completing the application. Governors agreed that this was a good idea however, it needed to be considered in more detail in terms of how it would be paid and the legalities. A further discussion would be held in Part B of the meeting.

485 **SCHOOL BASED NURSERY**

The government were requesting schools to put themselves forward for a nursery provision. There were four main criteria to meet and a grant of £150,000.00 was available. The school did not have high levels of deprivation and felt that they could work with a budget of £150,000.00 however, there were surplus places in the local authority so they may not completely meet all the criteria. Governors agreed that it was worth at least putting an application in to see what happened. There were significant advantages to Foundation Stage (FS)1 leading into FS2 as it would make transition smoother.

RESOLVED: that an application be submitted for nursery provision.

486 **REVIEW OF ACTIONS**

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

487 **FUTURE MEETINGS**

RESOLVED: that future meetings be held on the following dates:

Monday 2 February 2026 at 6.00pm;
Monday 18 May 2026 at 6.00pm.

NOTE: Sarah Daniels and Liam Johnson left the meeting at this point.

Chair's Signature – 2 February 2026

SCHOOL	Inmans Primary School	HEADTEACHER	Mrs Susan Fellows	DATE:	11.11.25	
SECTIONS		SUMMARY				
SCHOOL	STAFFING Classes: 14 Teachers: 19 ECTs: 1, HLTA: 3, NN: 2, TAs: 23 Apprentices: 0 Maternities: 1 Resignations: 1 Vacancies: None					
	PUPIL DATA				PP – 93.45%% SEN – 92.5% Whole school – 95.74%	
	Male (well above national)		56.4			
	Female		43.6			
	Ever 6FSM (well below national)		13			
	Minority ethnic groups (well below national)		7			
SEN EHCP (well above national)		6.6				
SEN support (well below national)		6				
EAL (well below national)		2				
Stability (well above national)		86				
School deprivation indicator		BA				
CLA		0.5				
Post CLA		1.76				
Behaviour plans		0.25				
Exclusions		1 PE				
Racial Incidents		0		Bullying	0	
Incidents and Accidents Pupils		0	Pupil	See Part B	Incidents and Accidents Staff	1

In/Exit pupils	<u>New Pupils</u> 52 in EYFS (2 IPOD) 2 Y1 pupils Hedon and Hornsea) 2 Y2 pupils (Hedon Primary) 1 Y4 pupil (Thorngumbald) <u>Leavers</u> 56 pupils left for secondary 1 Y4 pupil went to Brough
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OUR SCHOOL VISION – INSPIRING, PROMOTING AND SUPPORTING

THIS DOESN'T HAPPEN BY ACCIDENT

1. *Review standardised outcomes*
2. *Reviewed SDP*
3. *MED*
4. *Safeguarding report*
5. *Attendance analysis*

Part B

1. *Complaints*
2. *Accidents*
3. *Pay awards*
4. *Staff absence*
5. *IPOD inspection report*

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 summer 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 (Tutor at university and LA moderator)

Paula Townsend (Y5)	Music Mentor
Vicky Jackson (Y5)	Assistant Head Teaching and Learning (LA moderator and University tutor for teaching students)
Kate Frankish (Y5)	Maths team
Saffie Carlill (Y4)	SMSC Inclusion Team YWTT link
Amy Cutting (Y4)	ECT History
Charlotte Lowis (Y3)	Art
Emma Lilley (Y3)	D & T
Liz Hadfield (Y3)	MFL ECT mentor
Liam Johnson (Y2)	Science Assistant SENCO (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		Extremely grateful for ongoing governor support
	Succession planning needed	<u>Next steps:</u> Replacement vice chair HR governor Re-allocating Fleur and Sarah Well-being governor
	Well-being and workload	The well-being forum continue to meet and explore ways to promote well-being.

		<u>Next steps:</u> Reigniting the team once the building works have been completed.
	Professional learning	3 staff are awaiting results of NPQH 1 completes NPQH in April I am awaiting outcome of NPQEL 4 staff are now on NPQSEN Cluster professional learning communities continue for SEN and EY. <u>Next steps:</u> See MED for the next round of coaching
	Parental engagement	New FIS Chair in position Account balanced and audited Account now has payment card which makes buying and sourcing resources much more efficient <u>Next steps:</u> Need to further increase members
	Cluster engagement	Led the SEN cluster meeting Attended EYFS cluster meeting Leading next Head's cluster meeting Governor links with other schools LJ organises and leads cluster + Stem events for primary and secondary
	Community engagement	Increased shop drops to 2 x a week Re starting community meals Intergenerational debutots <u>Next steps:</u> <i>Bringing all strands of the Imans curriculum together</i> • World views • Community curriculum • STEM • Careers
Inclusion	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	SEND/IPOD	Excellent report following inspection of IPOD. Please see additional report <i>Next step: Continue in the same manner. Continue to lobby the LA for additional funding. Aiming to open a nurture room by Summer 2026</i>
	Disadvantaged pupils	Continued awareness that pupils have multiple disadvantages. HAF not applied for due to the timing of XMAS but also increasingly complex pupils wanting to attend. Need to ensure that staffing is enough to manage. <i>Next step: Action from the Finance meeting to look at other schools' strategies for new and innovative strategies.</i>
	Pupils open to social care	Family liaison officer and the rest of the safeguarding team, continue to support these families.

		<i>Next step: Make staff aware of the gaps in outcomes that can occur for pupils open to social care</i>
Curriculum and teaching	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Writing	Please see SDP
	Maths	Y3 have now also started mastering number to stand alongside Maths No Problem Y1 are building in additional enhanced provision and using workbooks periodically as the workbooks were hindering rather than promoting learning. This was observed in lessons and highlighted by RS <i>Next Step: Moving to whole class teaching in Y1 by Xmas.</i>
	Reading	Home reading focus continues., supported with Stay and Read events and reading breakfasts. Guided reading texts have been reviewed and supplemented..
	STEM	Gaining traction on Outdoor STEM learning. Please see SDP. <i>Next step: Pupil voice required.</i>
	RSE	Staff training completed. Jigsaw materials are being updated on a rolling programme. <i>Next step: communicate changes with parents.</i>
	Purple pod	<u>Successes</u> Children have settled into school life. The extra support staff being placed in EYFS for 2 hours each morning, is having a huge impact and supports with dysregulated pupils. Baselines completed and data analysis carried out to identify interventions needed. Teaching a full timetable including tables being set out for phonics. <u>Challenges</u> Managing a range of complex needs of individual children who are regularly dysregulated and can become a risk to themselves and others at any point. No canopy roof on outdoor area (due to Pigeon nesting) was a challenge when weather was wet so pupils couldn't get outside. A range of staffing across the half term to cover illness and Nursery Nurse cover sometimes resulted in limited support and time to set up before and after school.
	Blue pod	<u>Successes</u> Year 2 Pumpkin Patch Visit - children enjoyed observing the variety of pumpkins available and being able to pick one of their own. They looked at different seeds, such as sunflower seeds, oil seed rape. Meet and Greet. Parents enjoyed looking at the work their children had completed and seeing the progress made. Parents given an opportunity to requested a 1:1 to discuss work further if needed.

		New chrome book charging unit installed to keep devices charged and ready to be used at any time. <u>Challenges</u> High amount of incidents of low-level behaviour in the classrooms and outside on the playground. Balancing high level of cognitive need. Unsupportive and over anxious parents - parents not recognising or taking accountability for behaviour in class.
	Green pod	<u>Successes</u> • Tuck shop 'new' routine - fine tuned to include stickering - making sure only those who ordered remember to get one • Having our corridor back in use and easier access to computing equipment (apart from Amy) and toilets • Reading book change routines - new year 3s are up and running and ongoing efficiency of year 4s who are trained to be self sufficient in this regard with minimal checking • Pod meeting time - routine well established on Friday GWA assembly <u>Challenges:</u> • Corridor & access when out of use/blocked off • Ongoing building noise - was very difficult when in our corridor during an input with drilling noises etc • Reading at home/TT Rockstars at home - consistency/parental support varies - especially for specific children in each class
	Ochre pod	<u>Ochre successes:</u> Short notice adapted Harvest service Year 6 Stay & Read Dictation interventions <u>Ochre Challenges:</u> Disruption to routine due to ongoing building work Parents bypassing teachers / pod with issues Uniform / nails / make-up/ jewellery: lack of adherence to policies
	IPOD	<u>Successes</u> Transition for the Y6 pupils

		New pupils settled well Fantastic playground with the aim of fencing the field area IPOD inspection Challenges Timetabling to match staff requests Pupils with medical needs affects attendance Staff attendance
Achievement	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Outcomes	Please see the outcomes information
	Foundation subject assessment	Please see SDP
	Foundational knowledge	Huge focus in new inspection but is exactly what schools should be focusing on. I.e. Pupils have the age- and phase appropriate knowledge and skills they need to progress to the next stage of learning. Staff training from Lucy Jordan (SIP)
	Compliments	Ofsted report Parental thanks for Northumberland Success at the Lifestyle event Staff enjoyed end of year feedback from parents and myself Email from the director of education Staff grateful for the work completed by the forum and the well-being day
Attendance and behaviour	AREA FOR DEVELOPMENT / FOCUS	PROGRESS & IMPACT
	Attendance	Please see new attendance analysis
	Behaviour	High amount of low-level behaviour isolated to two year groups. BST involved. Next step: Ensure keep parents on board but that communication is transparent and supportive.
	Attitudes to learning	Generally very good – just see above for specific pupils in two year groups. Next step: next standards day and review of school council views.
	Pupil View	Children think that behaviour is good overall. Any unkindness is usually seen at playtime so school council have been tasked with looking at next steps.
	Bullying	2 reported investigations and continued to be watched. Participation in anti-bullying week with odd sock day as usual.

Personal development and well-being	AREA FOR DEVELOPMENT / FOCUS	PROGRES & IMPACT
	AFI	See previous notes regarding OFSTED AFI
	Faiths	MT working toward RE Mark transforming RE to RE and World Views. Developing the holistic Inmans curriculum which involves this, careers, community and PD
Successes Recognition Accreditations	Since last FGB	• Sports Days • Held MHST CBT sessions for parents • Humber Stem primary and secondary • Passport around the world • Several stay events • Summer Fair • Y4 maths challenge • Leavers' events • ERSA finals • ITAP weeks for Yorkshire Wolds Teacher Training led by SC • KS2 writing moderation – all in agreement • Afternoon tea for parents x2 • Cricket final • Supporting Y7 pupil post transition • Harvest celebration • FIS welcome event for EYFS parents • Open evenings for EYFS • Meet and greet parents evening • TT Rock Stars Day • Children in Need

Data Crib October 2025

<u>Question</u>	<u>Result</u>	<u>Grading</u>	<u>Comments</u>
Early Years GLD compared to national?	74% National 2022 65.2	Above	Good progress from baseline.
GLD trend over time.	2024 – 72% Nat: 67.7		Increase from previous year and above national
GLD for boys (26) and girls (29) Compared to national	B = 65 Nat: 58.7% G = 83 Nat: 72%		National TBC
FSM compared to national 6 pupils	33% National other: 66.4%		
% of expected compare to reading national	84% Nat: 74.7		National TBC
% of expected compare to writing national	75 Nat: 69.5		National TBC
% of expected compare with national in maths	92 Nat: 77.8		National TBC
Y1 Phonics (56) % of pupils meet the required standard. Compare with national	73 Nat: 80		4 IPOD pupils + 1 EHCP No national figure confirmed Without IPOD pupils 85%
Girls V boys 28 28	G: 75 B: 64%		This includes IPOD pupils
Disadvantaged pupils meeting required standard. Compare with national 6 pupils	50% Nat: 68% National other:		3 CLA 2 are GR 1 IPOD
What is the average score for Phonics?	TBC		
What is the trend?	In line with previous year.		Below national with IPOD pupils
Y2 phonics % of pupils meet the required standard. Compared with national.	90% 89%		5 didn't pass. 4 have EHCPs and 2 are in the IPOD. Awaiting updated national
KS1 Expected & GDS in reading How do these compare with national?	77.2% GDS: 15% Nat: 68% Nat: 18		Increase at AS slightly drop in GDS Awaiting national figures.
Disadvantaged pupils attained EXS and GDS in reading How do these compare with national? 9 pupils	EXS 55% GDS 11% Nat 51.6% Nat 8.3%		Increase from last year 3 pupils EHCP – 1 in IPOD Awaiting national figures

Pupils attained EX and GDS in writing? How do these % compare with the national benchmark?	55% Nat 57.6%	GDS 0% Nat 8%		Concern over writing as a school Awaiting national data.
Disadvantaged pupils attained EXS and GDS in writing How do these compare with national? 9 pupils	33% Nat 41.3% (62.8%/ 9.5% other)	0% Nat 3.2%		Increase from previous year. Awaiting national figures
Pupils attained EX and GDS in maths? How do these % compare with the national benchmark?	61% Nat 67.7%	13% Nat 15.1%		Drop in AS from last year and below national Waiting for national figures.
% of disadvantaged pupils attained EXS and GDS in maths How do these compare with national? 9 pupils	55% Nat 52.1%	11% Nat 6.8%		Increase on last year Awaiting national figures.
What is the % exs in RWM How do we compare with national?	53% Nat 53.4%	0% Nat GDS?		Possibly below. Need to look at that year groups baseline.
What is the trend for results over 2022 - 2025				Variable.

Multiplication check			
Mean score	22.06 Nat: 20.6		Upward trend
Scored 25	46% Nat: 34%		Upward trend

KS2				
EXS in reading & GDS How do these compare to national?	66% 75%	GDS 38% GDS 28%		AS below last year but GDS above Still waiting on this year national for GDS
Disadvantaged pupils attaining EXS and GDS How do these compare with national? 12 pupils	55% Nat: 62.5%	GDS 18% GDS 17.4%		Similar to the whole class. Still waiting on national for PP AS and GDS
EXS in writing & GDS How do these compare to national?	57% 72%	GDS 5% GDS 13%		AS below last year and national. Slight increase in GDS
Disadvantaged pupils attaining EXS and GDS How do these compare with national?	9% Other national 2017 83%	GDS 0% GDS 24%		Massive concern around PP writing. Further case study needed – however only one pupil achieved at in Y2. Waiting on national for PP AS and GDS

12 pupils			
EXS in maths & GDS How do these compare to national?	63% GDS 20% 74% GDS 22.4%		AS below last year and national Waiting on this years' GDS national probably in line.
Disadvantaged pupils attaining EXS and GDS How do these compare with national? 12 pupils	63% GDS 20% Other national 2017 81% GDS 28%		Below last year at AS but above at GDS. Waiting for PP AS and GDS national.
EXS in GPS & GDS How do they compare to national?	66% GDS 21% 73%		Below last year at AS and GDS Waiting on national
Disadvantaged pupils attaining EXS and GDS How do these compare with national? 12 pupils	45% 9%		Below last year at AS but above at GDS Waiting on national
EXS in RWM? GDS in RWM How do these compare with national?	45% GDS 4% 62% GDS 8%		Below last year and national Waiting on national GDS
What is the trend for results			Results show a decline with the exception of GDS in reading.
Progress measures: Reading: Writing: Maths:	No progress measures as no KS1 results		
Progress measures for disadvantaged	No progress measures as no KS1 results		
Average score for R M GDS Compare to national	TBC		
What is the attainment for Low Middle High	Attained RWM 0% Nat: 7% 50% Nat: 58% 91% Nat: 95%		

Complicating factors. 6 pupils with EHCP. 2 of these also ~PP. 2 chn below the level of the SATS and 2 others didn't take SATS.

Science			
KS1			
KS2	77% Nat: 81		

W/C	Leadership Focus	Subject release/focus	Assessment focus	Staff meeting	Key deadlines	Governor Focus	Other events
01.09.25	Learning behaviours and routines		EYFS baseline	Safeguarding KCSIE 2025 Routines	Subject report	Safeguarding update	ITAP - routines
08.09.25	NPQs Data sheets Prep PDP	Writing subject development plans for the coming year	EYFS baseline	Teaching and learning Policy Subject development plans	Provision mapper Intervention timetable		
15.09.25	Pupil progress meetings Classroom ICE Complete PDP AH – assessment sheets/subject reports	Writing subject development plans for the coming year	EYFS baseline	Pupil progress/PDP meetings STEM planning/subject developments plans		Health and safety walk Standards meeting – outcomes 2024/2025	Clubs start Open evening for new parents Northumberland
22.09.25	SDP Pod charters Book look early expectations English planning scrutiny	English – writing stimulus	EYFS baseline	SDP – continue writing enquiry Subject development plans and foundation assessments	Events and experiences and HEP.		Macmillan coffee morning

	AH – assessment sheets/subject reports						
29.09.25	Learning walk – writing	STEM planning for outdoor areas	EYFS baseline	STEM planning for outdoor areas/subject development plans. GR PT training	Subject development plans	Prep for resources	
06.10.25	Recap writing enquiry.	STEM planning for outdoor areas	EYFS baseline	Golden week			Pumpkin patch Y2 - SF
13.10.25	Learning walk – writing Marking policy review			Purposeful classroom talk – ITAP Writing checks and detailed analysis			ITAP – purposeful classroom talk
20.10.25	Update SEF IPOD inspection review Intervention check	Wednesday – green pod books with English team		In lieu of parents evening – meet and greet parents Wednesday		Resources committee	Resources committee Parents open evening 21.10.25 – RE Quality Mark FIS disco
03.11.25	Intervention check			Writing non-negotiables Writing moderation – deep analysis		Prep for FGB	Morning work sentences Dictation weekly
10.11.25	Writing stimulus – English team			GR on PT Plan coaching			

17.11.25	Coaching – focus writing			Modelling and scaffolding – ITAP Plan coaching			ITAP – modelling and scaffolding
24.11.25	Coaching – focus writing			STEM planning for outdoor areas Writing moderation			
01.12.25	Coaching – focus writing			Foundational knowledge - LJ		FGB	FGB
08.12.25	Review T4W hugging the text		NFER assessment deadline	Tier words for after Xmas			
15.12.25	Provision mapper review			Golden week			Xmas plays Xmas carol concert

☐ Pupils with no or unknown SEN support

☐ Pupils with no or unknown FSM

Attendance measure

Percentage

Ranking ⓘ

15d

Overall attendance

96.8%

You are ranked 26th out of 122 schools

Overall absence

3.2%

You are ranked 26th out of 122 schools

Authorised absence

1.7%

You are ranked 16th out of 122 schools

Unauthorised absence

1.5%

You are ranked 73rd out of 122 schools

Persistently absent

11.0%

You are ranked 44th out of 122 schools

Severely absent

0.0%

You are ranked 1st out of 122 schools

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
- Develop nurture space to support dysregulated pupils



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

School development priorities for 24/25 and the rationale for these

- Quality of education - Ensuring that the Inmans curriculum and the first quality teaching enables pupils, including the disadvantaged and SEND pupils to know more and remember more. Also, to develop all important life skills, specifically fluency in oracy, reading and writing which will support transition to the next stage.
 - **Continue to ensure that early reading builds fluency and comprehension skills. (Declining trend in exs – although progress ‘good’ as demonstrated by the baseline comparison)**
 - **Continue to develop more impactful reading relationships with families (Reading Framework 2023)**
 - **To explore the decline in writing outcome at the end of KS1 to evaluate current provision and its appropriateness to ensure above average progress from starting points.**
 - Refine and embed the use of retrieval techniques and further improve assessment to enable more pupils to excel further within the wider curriculum (subject leader reports July 2024). Remembering that pupils learn by connecting new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. EIF 2023)
 - Pupils consistently achieve highly from their starting points, particularly the most disadvantaged as pupils with SEND achieve exceptionally well from their starting points, including life skills and socially and emotionally. (LA MV 09/23, EEF framework – impact of oracy + Medium term)
 - Inmans curriculum offer is enriched pupils by including outdoor learning and effective digital learning. (Pupil voice Sept 24)
- Leadership and management – at all leadership levels, staff are fully able to coach others and use evidence to plan improvements from good to outstanding.



- **SLT continue to review workload and develop further ambitious and effective ways to support the well-being of all staff**
 - **SLT and subject leaders focus on improving teacher's pedagogical skills, ensuring that teachers receive focused and highly effective coaching (subject leaders reports July 24)**
 - Continuing professional development is aligned to the curriculum and to improving achievements for all pupils, especially disadvantaged and SEND (EEF guide to PP 2024)
 - Subject leaders have a clear and ambitious vision for providing high-quality education to all pupils and building cultural capital (EIF 2019)
- Personal development - the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
 - **To further develop the schools' pastoral support to meet individual pupil and staff mental health**
 - To continue to ensure that pupils' spiritual, moral, social and cultural development is of a very high quality
 - To further develop meaningful opportunities for pupils to understand how to be responsible, respectful and active citizens who contribute to the wider community and society
 - To boost a whole range of social. Emotional and interpersonal skills; including self-confidence, self-awareness, resilience and empathy (ESU)
- Behaviour and attitudes – to continue to ensure that families support consistent school attendance. To build pupils' understanding of neurodiversity and how IPS is important for all.
 - **To ensure that school support layers are dovetailed to the complex needs shown by some pupils and addresses the needs of all.**



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

Pupil Outcomes 23-24

EYFS	Y1 phonics and Y2 retakes	KS1																																																																					
64% achieved a GLD in 2024 (compared to 74% in 2022) 64% 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	78% in 2024 (79% in 2023) Nat: 80% 1 pupil transitioned from EYFS. 2 IPOD pupils. % more with EHCPs. 91% in Y2 retakes Focus for 2024 -25 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>70 (26)</td><td>68.3 (18.8)</td></tr><tr><td>Writing</td><td>56 (0)</td><td>60.1 (8.2)</td></tr><tr><td>Maths</td><td>79 (12)</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	70 (26)	68.3 (18.8)	Writing	56 (0)	60.1 (8.2)	Maths	79 (12)	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>29 (25)</td></tr><tr><td></td><td></td></tr></table> Actions • CPD for staff • To increase pupils’ use of TT Rockstars - 3 x 10 mins per week • To re-engage pupils in multiplication-active lesson 1 x fortnight	School	National	46 (25)	29 (25)			KS2 <table><tr><th></th><th>School</th><th>National</th></tr><tr><td>% EXS reading</td><td>80</td><td>74</td></tr><tr><td>% EXS writing</td><td>75</td><td>72</td></tr><tr><td>% EXS maths</td><td>85</td><td>74</td></tr><tr><td>% EXS in GPS</td><td>85</td><td>72.3</td></tr><tr><td>% EXS in RWM</td><td>65</td><td>61</td></tr><tr><td>Average Scaled reading</td><td>105</td><td>105.1</td></tr><tr><td>Average Scaled writing</td><td>-</td><td>-</td></tr><tr><td>Average Scaled maths</td><td>106</td><td>104.2</td></tr><tr><td>Average Scaled in GPS</td><td>106</td><td>104.9</td></tr><tr><td>% greater depth reading</td><td>30</td><td>28</td></tr><tr><td>% greater depth writing</td><td>3</td><td>13</td></tr><tr><td>% greater depth maths</td><td>32</td><td>22</td></tr><tr><td>% greater depth GPS%</td><td>47</td><td>30.1</td></tr><tr><td>% greater depth RWM</td><td>6.7</td><td>8</td></tr></table>		School	National	% EXS reading	80	74	% EXS writing	75	72	% EXS maths	85	74	% EXS in GPS	85	72.3	% EXS in RWM	65	61	Average Scaled reading	105	105.1	Average Scaled writing	-	-	Average Scaled maths	106	104.2	Average Scaled in GPS	106	104.9	% greater depth reading	30	28	% greater depth writing	3	13	% greater depth maths	32	22	% greater depth GPS%	47	30.1	% greater depth RWM	6.7	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></table> <table><tr><th>Attendance</th><th>School</th><th>National</th></tr><tr><td></td><td>95.7</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	Attendance	School	National		95.7	93.7	EHCP	91.5		PA	6.9	
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Quality of education	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Declining trend in EXS reading in KS1	Mapping expected progress for pupils Continuing high quality teaching of reading Catch up for pupils where appropriate See below for home reading	High quality phonic sessions-continued training High quality guided reading group – coaching Targeted readers. High focus on lowest 20% Improving home reading experience. New range of books in Y3	Please see English DP	No longer a declining trend – however this will be based on non-statutory tests and compared with EYFS baseline. Short term Ensure recommendations from Literacy hub audit embedded. Ensure new to year group staff are confident with GR Long term 75%+ chn reach the expected standard at the end of KS1
Increase the number of times children read at home. Enable new parents to support their children with phonics	Engage parents into benefits of reading regularly 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%.
To analyse current school wide approach teaching to writing to increase numbers of	Not enough Y3 pupils reaching the end of year expectations and little valued added from starting points (unlike reading)	Primarily explore the possibility that this is wider than cohort specific (moderation, monitoring, pupil voice.)	English team – 360 of writing across the school LA writing monitoring visit.	Short term Identify the area to focus on whether Y3 or wider Write case studies



GDS and ensure that each cohort make at least expected progress from starting points.		Depending upon the findings – match the implementation activity accordingly. Since monitoring visit... LA monitoring visit – more access to Y2 objectives for Y3 pupils. NN on the foundational knowledge.		Repeat talk for writing training for teachers and TAs Ensure staff are fully abridged of year group expectations. Medium term Plan updated appropriately. Cluster moderation Long term Increase in current Y3 reaching year group expectations externally verified.
Teacher understanding of greater depth in foundation subjects and planning for greater depth opportunities.	Many subject leads identified greater depth as an area to enquire – is it assessment of or the planning for?	Line of enquiry with subject leads and SLT. Research examples of GD in each subject area and in year group. Support with moderation Coaching for teaching GDS	Pupil voice and pupil work Moderated work	Short term Writing enquiry completed with teachers. SMART targets and pupil progress discussion Medium term GDS writing focus MED coaching Long term Increase in GDS across the year groups in writing to at least national expectation in each year group
Retrieval – children consciously and unconsciously linking knowledge	Regular, repeated teaching strategies to provide retrieval opportunities. Pupils engaged and demonstrating how they link pieces of knowledge.	Retrieval activities in every lesson. Linking to the previous lesson – engaging active learning where appropriate	Immediate increase of retrieval activities. Pupils can identify which are these type of activities. Teacher assessments identify increase in progress.	Short term Staff tool bag for retrieval is sufficiently full. Medium term Retrieval activities are the right difficulty level. They pay attention to higher order



				thinking whilst addressing misconceptions
Reduce the gap between disadvantaged and non-disadvantaged children	Tackling speech difficulties and emotional resilience in identified pupils. PP pupils high profile and identified by their class teachers. Recognising and adapting as a result to the multi-faceted needs of these pupils.	Reading coaches Early morning club Lexia Speech and language provision Individual pastoral approach as appropriate Introduction of oracy curriculum (Voice 21 – see EDP)	Pupils make increased progress from starting points. They can highlight their success.	Short term Interventions in place – matched closely to need Medium term Introduction of coaches and Voice 21 in assemblies. Pupil self-esteem improved as voiced by them Long term Increase in outcomes demonstrated by NFER/phonics standard and SATs as well as levels moved on Lexia.
Curriculum isn't making the full use of the school grounds and digital enhancement to engage pupils.	Highlight the golden thread of engagement and enhancement through the existing excellent and relevant curriculum.	Undertake review of outdoor learning with STEM. Develop forest school and build into PPA. Review of computing teaching across the pods – please see computing SDP. Review of digital equipment and planning for future purchases.	Pupils enjoy their time at school and can express how they have benefitted from the experiences.	Short term Pupil voice on outdoor learning. Prepare the area. Trial new computing curriculum underway Begin with a Forest school club. EE visit and SWOT analysis. Medium term Forest school ready to go in the spring and planned in to the appropriate enquiries. Long term Roll out of full new computing curriculum Review outdoor learning successes and challenges. 18 months



				Repeat curriculum review of enquiries. Are they still relevant?
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Inspection Copy



To ensure that all focus teams are working effectively and are supported by SLT in terms of workload.				
Leadership and management	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Staff workload and well-being continue to be high priority in current climate	Continue to refine and streamline working practices based on staff voice and evaluation of effective systems.	Termly well-being and workload meetings Ongoing suggestion box. Cycle of implementation system. Explore new streamlined assessment collection systems – staff voice and then role out. Moving to supervision for staff. Explore effective methods for large staff teams	Ongoing feedback cycle to staff. Monthly meetings with staff union reps.	Short term Well being sharing session and charter. Provision tracker one to one support with dedicated release time. Medium term Introduce reduced assessment systems, Staff forum (well-being) with governor. Long term Reduced report writing and assessment systems in place.
Subject leader confidence in enabling peers to make improvements in their practice and improve communication with parents regarding curriculum.	Using the subject leader reports to plan and implement coaching sessions for their subject	Working with SLT to follow a line of enquiry specific to their subject to support colleagues – variable depending upon subject	Impact of the visit. Does what the leader says about the subject reflect in the books and pupil voice?	Short term Completed first line of enquiry. Medium term Build coaching conversations with identified year groups. All website documentation is up to date. Long term and moving forward Subject leaders write informed subject reports and new subject development plans.



To continue to ensure that provision for personal development matches the needs of the pupils and reflects the current external climate

<u>Personal development</u>	<u>Intervention description</u>	<u>Implementation activities</u>	<u>Implementation outcomes</u>	<u>Final outcomes</u>
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 school support layers are dovetailed to the complex needs shown by some pupils and addresses the needs of all.

Behaviour and attitudes	Intervention description	Implementation activities	Implementation outcomes	Final outcomes
Issue	What	How	Monitoring	Success criteria
Increase in number of pupils requiring support for emotional needs that appear to stem from home life and are compounded by school	Link with Mental health team for CBT for parents Meet with these families and provide them a link adult Where appropriate request for service	Referrals and monitoring attendance Members of safeguarding team align to identified families – contact at least on fortnightly basis. Strengthen the pastoral team with another ELSA and D&T expert.	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
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	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%



	Share attendance policy with parents and phone calls and home visits as appropriate			
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.
Children unable to regulate and other pupils concerned/confused by this behaviour	Educating children about ‘crisis’ moments Staff training for de-escalation Continue to refine PHP for identified pupils	Behaviour focus through Jigsaw and social stories Team teach training – including bean bag hold Regular updates and shared effectively. SENCO training on Boxall profile	Decrease in non-regulated behaviour. Pupil’s understand the challenges that some of our children face.	Short term Decrease in PHR Medium term Increase in tolerance and support from pupils (focus during neurodiversity week) Long term Pupils are not recognisable from their behaviour. They feel supported.

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		Autumn, Spring and Summer Term. School Year 2025-2026	

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.	TBC at the meeting
Other	

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

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						
Initial CP Case Conference	0	0						
Review CP Case Conference	0	0						
Meetings	0	0						
Other children subject to Child in Need plan during any part of the report period.	7	3						
Vulnerable student cohort	8	5						
Attendance Concerns								
Notes: Lots of attendance concerns due to TTH in the first half term.								

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			
Consultations with Safeguarding and Partnership Hub v PEM cases raised	1			
Request for Service made to Safeguarding and Partnership Hub (Request for Service Form completed)	0			
Feedback received from Local Children's Safeguarding Team within 24 hours of receipt of RFS and outcome confirmed	0			

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						

Team Around the School (TAS) Meetings								
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								
Response from Hub in 48 hrs								
Family Help Agreed								
Notes:								

LOOKED AFTER CHILDREN (CLA)	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Children	3			
Number of responsible LAs	2			
Number of PEPs in place & current	3			
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			

PREVENT	Autumn Term		Spring Term		Summer Term		Year to Date	
	Police	LA	Police	LA	Police	LA	Police	LA
Referrals Made	0	0						
Response Received	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						
Received within 24 hours of incident	1	1						

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	0		
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Peer Conflict	Autumn Term		Spring Term		Summer Term		Year to Date	
In/out of school	In 7	Out 2	In	Out	In	Out	In	Out
Total Number of Reported Incidents	333 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	Out	In	Out	In	Out
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	Out	In	Out	In	Out
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						
Race	0	0						
SEND	0	0						
Religion and Belief	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						
Substance Misuse	0	0						
Police Involvement	0	0						
Missing Person Episodes	0	0						
Child Criminal Exploitation	0	0						

Child Sexual Exploitation	0	0						
Other:	0	0						

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

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						
Number of Families	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 -	Staff – Pupils -	Staff – Pupils -
Number of suicide specific Smoothwall alerts received	Staff - 0 Pupils - 0	Staff – Pupils -	Staff – Pupils -	Staff – Pupils -
Number of suicide specific Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – Pupils -	Staff – Pupils -	Staff – Pupils -
Number of e-safety Smoothwall alerts needing further action	Staff - 0 Pupils - 0	Staff – Pupils -	Staff – Pupils -	Staff – Pupils -
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			
Number referred to LADO	0			
Outcome of allegation: - Substantiated, - Malicious, - False, - Unsubstantiated, - Unfounded, (no specific details or identities to be recorded here)	0			

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			

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			
Number of Pupils	2			
Number of Incidents Reported to Parents	5			

USE OF RESTRICTIVE INTERVENTIONS	Autumn Term	Spring Term	Summer Term	Year to Date
Number of Incidents	0			
Number of Pupils	0			
Number of Incidents Reported to Parents	0			

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		
Governor		
Other		

GOVERNOR/ INVOLVEMENT

CP/Safeguarding Governor/DSL Meetings/visits/related activities	
Date	Summary of discussion
17.11.25	Nose piercing complaint

Identified Development or Action Points			
	Development or Action required	By whom	By when
1	Health and safety walk required.		
2			
3			

END of Report

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Cycle to work Scheme**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Council offers a Cycle to Work Scheme to its employees as part of its staff benefits package, supporting overall employee wellbeing.
- 1.2 The Scheme enables eligible employees to hire cycles and cycling equipment on a tax-free basis through salary sacrifice.
- 1.3 The cycles and equipment must be used to commute to work based on qualifying journey criteria set out in the scheme document. The equipment may also be used for personal use, provided at least fifty percent of the use is for journeys to and from work.
- 1.4 For employees wishing to access the scheme, they must meet the eligibility criteria set out in the scheme. This includes being over sixteen years of age, earning above the national minimum wage, after the cost of the benefit has been deducted, for the entirety of the initial hire agreement and being in a contract of employment that is equal to or longer than the hire agreement.
- 1.5 Employees are encouraged to consider affordability of any loan repayments before applying for the scheme and school employees are informed that Headteachers must approve their application.

2. Scheme Amendments

- 2.1 As part of a wider procurement exercise, the Council has recently changed the provider of the Cycle to Work scheme from Cycle Solutions to Vivup. As each provider has different terms and conditions, there has been some amendments to the scheme which include:
 - Update to include that up to two bikes can be hired in one agreement assuming they are used for qualifying journeys, details of which are stated in the scheme document.
 - Only one cycle to work agreement can be taken at any one time, in either the initial or extended hire agreement period.
 - Upon leaving the organisation, in either the initial or extended hire agreement, the Council will now be required to report the value of the cycle or equipment as a Benefit in Kind (BIK) on a P11D form for the relevant tax year. This may result in additional tax being payable. This would also apply to employees who join the scheme, and their school then transfers to Academy status during the agreement period. Applications to the Scheme require Headteacher authorisation. Headteachers and Directors should consider that where there is a default, and the balance cannot be recovered, the balance will be written off to the employing department or school.

3 Conclusion

- 3.1 Following a recent procurement process, the Council has changed its provider of the Cycle to Work scheme from Cycle Solutions to Vivup. This has resulted in some amendments to the terms and conditions of the scheme, which have been detailed above.

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 amendments to the Cycle to Work Scheme
- (b) Formally approve the adoption of the Cycle to Work Scheme
- (c) When adopted, notify all staff that the scheme has undergone some changes that they should familiarise themselves with if they are considering making an application.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Samantha Clarke
Policy and Reward Officer
01482 391132

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Summer Term 2025

Title: Review of Family Friendly Rights Policies and Procedures

Report of the Executive Director of Corporate Resources

1. **Background**

- 1.1. The existing group of family friendly rights policies and procedures listed below have been amended to align with the legislative changes that came into effect on the 6 April 2025 as a result of the introduction of statutory neonatal care leave and pay.

Family friendly rights policies and procedures reviewed include:

- Maternity Pay and Leave
- Maternity Pay and Leave – Schools Based and Centrally Employed Teaching Staff
- Adoption Pay and Leave
- Adoption Pay and Leave - Schools Based and Centrally Employed Teaching Staff
- Paternity/Maternity Support Leave
- Ordinary Parental Leave
- Shared Parental Leave

- 1.2. The policies above have been reviewed, and amendments have been made throughout the format, changing wording to be in the first person, making the policies more user friendly and the responsibilities of managers and employees made clearer.
- 1.3. A number of the Council's corporate and school policies have been combined due to there being little difference in them and to reduce the number of policies within People Services making it simpler for employees to navigate the list of policies and procedures on the Council's intranet.
- 1.4. The purpose of statutory neonatal care leave and pay is to provide a new entitlement of additional leave and pay to eligible employees who have responsibility for children born on or after the 6 April 2025 who are receiving neonatal care. During and after neonatal care leave all terms and conditions, except for salary, remain the same.
- 1.5. The legislation defines neonatal care as the following:
- Medical care received in a hospital.
 - Medical care received in any other place providing that:
 - The child was an inpatient in hospital and needs continuing care after leaving the hospital; and
 - The care is under the direction of a consultant; and

- The care involves ongoing monitoring and visits from healthcare professionals arranged by the hospital where the child was an inpatient.
- Palliative or end of life care.

1.6. Key aspects of statutory neonatal care leave:

- a) Statutory neonatal care leave will be a day one right.
- b) Evidence that the child is receiving neonatal care will not be required however the parent requesting neonatal care pay and/or leave will be required to sign a declaration when completing the request.
- c) The child must be born on or after 6 April 2025.
- d) Neonatal care must have started within 28 days of birth, counted from the day after the child was born.
- e) The care must last seven days or more, counted from the day after the neonatal care started.
- f) The leave must be taken to care for the child, except when the child has passed away.
- g) The employee must comply with the correct notice requirements, or a manager and employee may mutually agree to waive the notice requirements.
- h) The employee must have a qualifying relationship i.e., be the child's parent/adopter, intended parent/prospective adopter or partner of the child's birth/primary adoptive parent at the date of the birth or placement. The partner must not be a relative to the child.
- i) Entitlement to leave is a minimum of one week for every uninterrupted week the child receives neonatal care up to a maximum of 12 weeks.
- j) The employee will only be eligible for leave after the child has received seven days of uninterrupted neonatal care, counted from the day after the care started.
- k) Leave must be taken within 68 weeks of the child's birth.
- l) There are two periods in which neonatal leave can be taken:
 - a. Tier 1 – this period occurs whilst the child is receiving neonatal care and ends seven days after the child's last day of treatment. Leave taken during this period can be taken in non-continuous blocks of a single week.
 - b. Tier 2 – this period starts from the eighth day after the child's care stopped and ends 68 weeks from the date the child was born. Leave taken during this period must be taken in one continuous block.
- m) The entitlement to leave remains the same in cases where there is more than one child receiving neonatal care as a result of the same pregnancy or placement. Leave can be accrued in respect of more than one child receiving care at different times, but leave will only be accrued in respect of one child where they are receiving care at the same time.
- n) Neonatal care leave ends if it is interrupted by other statutory leave and any unused leave can be resumed provided that it can still be taken within the tier 1 or tier 2 period.

1.7. Key aspects of statutory neonatal care pay:

- a) Must be entitled to receive statutory neonatal care leave.
- b) Requires employee to have 26 weeks continuous service from either the 15th week before the expected week of childbirth or the week in which they have been notified of being matched with a child for adoption.
- c) Requires employee to have average weekly earnings in an eight-week period prior to the end of the qualifying week (15th week before expected week of childbirth or the week of being notified of being matched with a child for adoption) which are not less than the lower earnings limit for the payment of National Insurance contributions.
- d) Pay matches other statutory family related entitlements e.g., maternity, adoption, paternity, pay amounts set by the government annually. This is currently £187.18 or 90 per cent of average weekly earnings where average weekly earnings are less than £187.18.

e) Maximum number of weeks' pay is 12 to match neonatal care leave entitlements.

1.8. The provisions for neonatal care leave and pay set out in the family friendly policies and procedures matches that of the statutory entitlements.

1.9. Incorporating statutory neonatal care leave and pay into the family friendly rights policies and procedures ensures that the Council is compliant with the provisions of employment legislation.

1.10. The family friendly rights policies and procedures and introduction of the provision of statutory neonatal care leave and pay applies to all employees of the Council including school-based employees.

3. Trade Union Consultation

3.1 The Trade Unions were consulted on the amended family friendly rights policies on 18 March 2025 and 1 April 2025. They were happy with the policy amendments overall but had the following comments:

- a) Requested removing 'worker' from policy scopes. Actioned as the term worker includes casual workers who may be entitled to some statutory family related pay under these policies.
- b) Requested that it be made clearer within the policies that other statutory leave cannot be paused to take neonatal leave but can be resumed after if within tier 1 or 2 actioned. References to this changed to bold and included on the neonatal care leave and pay application form.
- c) Requested a single policy to cover school-based teachers and support staff. It was explained that this would be difficult due to each staff group being managed by separate terms and conditions.
- d) Requested statutory neonatal care leave and pay to be a day one right. It was explained that our policies are based on legislative entitlements and so this would not be actioned.
- e) Requested a statement to be included on the Council's policies and procedures to advise that they had been equality impact assessed. Not actioned as this is not standard practice.
- f) Requested that reference to Managers/Headteachers completing risk assessments in relation to these policies emphasises that Managers are to do this in collaboration with the employee actioned.
- g) Requested a list of reasonable adjustments to be included in the policies and procedures. It was explained that an exhaustive list of reasonable adjustments in the policies would not be practicable due to the number of adjustments that may be appropriate. Assured that Managers and Headteachers are encouraged to seek advice from People Services, Safety Services and Occupational Health as required.
- h) Requested clarity in the teaching policies between continuous local government service and continuous teaching service. Actioned.
- i) Requested a standard of 12 weeks full pay and neonatal care leave. It was explained that our policies are based on legislative entitlements and so this would not be actioned. Cost implications must also be considered with the current budget available to the Council.
- j) Requested removing the following wording in relation to breastfeeding/chestfeeding due to sensitivities to those or cannot or choose not to breastfeed/chestfeed. 'Recognising the benefits to your health, that of your child and society as a whole, we are dedicated to supporting breastfeeding/chestfeeding in the workplace.' Actioned and reworded to 'We are dedicated to supporting breastfeeding/chestfeeding in the workplace should you wish to do so.'
- k) Advised that teachers cannot take time off in lieu (TOIL). It was explained that TOIL can be taken at the end of maternity leave and before returning to work.

- l) Requested that the timescales for a manager to respond to a flexible working request are shortened. It was explained that the policy complies with statutory requirements and that this would not be changed.
- m) Requested facilities for pregnant employees to rest. Advised that this may not be possible in every setting but may be considered as part of a risk assessment, if appropriate, where it is possible to facilitate this.
- n) Requested that reference be made to the support offered for victims of domestic violence as this is known to be more prevalent during pregnancy. Actioned, the Domestic Violence and Abuse Policy and Guidelines and East Riding Domestic Violence & Abuse Partnership is now signposted within the policies.
- o) Requested clarity is provided on how teachers' pay is managed for those on maternity leave. Advised that this can be signposted actioned. The Model Policy School Teachers Pay and Centrally Employed Teachers Policy is signposted to within the teacher's maternity and adoption policies.

4. Conclusion

- 4.1. The group of family friendly rights policies and procedures named within this report have been amended to align with the legislative changes and introduction of statutory neonatal care leave and pay which came into effect on 6 April 2025. The policies and procedures have also been reviewed, and amendments have been made throughout the format strengthening the responsibilities of managers and employees, making them more user friendly.

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 family friendly policies which are available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the updated family friendly policies.
- (c) When adopted, notify all staff of the revised updated family friendly policies that are available for employees within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Kim McAnespie
Policy and Reward Officer
Kim.mcanespie@eastriding.gov.uk

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Injury Allowance Scheme**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Injury Allowance Scheme was approved by Full Council on 25 June 2025. The Scheme if adopted applies to all staff in maintained schools, except teachers.
- 1.2 The scheme provides a framework to consider the payment of a discretionary allowance for employees who sustain an injury or contract a disease as a result of carrying out their work, that leads to a reduction in their remuneration. The scheme, previously mandatory under Part V of the Local Government (Discretionary Payments) Regulations 1996, became discretionary under the Government (Discretionary Payments) (Injury Allowances) Regulations 2011.
- 1.3 The previous scheme provided allowances for:
 - Loss of employment through permanent incapacity.
 - Reduction in remuneration while still in employment, whether permanent or temporary.
 - Retirement with immediate pension payments where the requirements are met.
 - Death, leaving a surviving spouse, civil partner, or nominated cohabiting partner and/or dependents.
- 1.4 As the scheme is discretionary it was appropriate that consideration should be given as to whether the scheme should remain or whether the Council wished to make any changes.
- 1.5 According to feedback, moving away from offering this discretionary allowance, aligns to what other councils are doing, with some removing the scheme in its entirety. This was discussed with Trade Unions before the scheme was amended, who requested that the Council keep the element of the scheme utilised by employees.
- 1.6 Within the last two years, only two claims have been made through the scheme, both for extending pay while the employees were absent from work.

2. Amendments to the Scheme

- 2.1 The Council has moved to only offering an allowance if an employee experiences a reduction in remuneration while still in employment, whether permanent or temporary.
- 2.2 All other elements of the scheme, which have rarely been utilised have been removed. This poses no financial detriment to employees, as they are able to claim via other Council insurances, including Employers' Liability and Personal Accident at Work.

- 2.3 The scheme wording has been revised to clarify what employees may be eligible to claim and the procedure for claiming.

3. Trade Union Consultation

- 3.1 The revised is scheme was submitted to the Trade Unions on 12 December 2023 for discussion.

- a) There was concern raised about Safety Representatives stating that they should be consulted and informed of any accident so they can conduct a full independent investigation. After consultation with the Safety Services Manager, it has been confirmed that it is the employee's responsibility to inform their Trade Union representative if they wish for an accident to be investigated by their union.
- b) A point was also raised about whether Managers/ Headteachers would have the knowledge to conclude investigations. It was clarified that support could be requested from Safety Services if and when required.

- 3.2 Overall, no concerns were raised about the scheme revisions.

4. Conclusion

- 4.1 The scheme has been streamlined based on data about its usage and insights into why certain elements are not being utilised. The revised scheme aims to provide clearer guidance to support employees applying for an allowance if their remuneration is reduced due to injury or contracting a disease whilst performing their work duties.

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 Injury Allowance Scheme which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the Injury Allowance Scheme
- (c) When adopted, notify all staff of the revised Injury Allowance Scheme that is available for employees within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Alicia Kitteridge
Policy and Reward Officer
alicia.kitteridge@eastriding.gov.uk

Inspection Copy

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Probationary Policy - Schools**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Probationary Policy - Schools was approved by the Cabinet on 17 June 2025. The policy, if adopted, applies to all school-based employees, except teachers.
- 1.2 The policy outlines the procedure Managers are expected to follow to monitor and assess a new employee's performance during their probationary period and record progress. It also outlines action a manager must take if an employee's performance or conduct is not at the required standard during the first 26 weeks of employment.
- 1.3 Amendments have been made to improve communication between Managers and employees during the probationary period. Managers are encouraged to take a more structured approach to communicate required improvements. Employees are given more opportunity to ask for any reasonable support required to successfully carry out their role.

2. Amendments to the Scheme

- 2.1 The following amendments have been made:
 - The introduction of a Performance Improvement Plan template (PIP) to assist Managers in recording areas of concern, outline improvements required and record any support agreed and timescales introduced.
 - A clearer appeals process and timeline should employees wish to appeal a decision.
 - The introduction of weekly check-ins within the first month of the probationary period ensuring additional support and open lines of communication between Manager and employee.
 - Employees are advised that probationary period records will only be kept for as long as is necessary and will be processed in accordance with the data protection policy.
 - Inclusion of a Trade Union paragraph to advise that Trade Unions have been consulted on the policy.
 - The language has been updated into a more user-friendly format

3. Trade Union Consultation

- 3.1 Trade Unions were consulted about the proposed changes to the policy on 17 December 2024 and confirmed they were content with the updated documents and amendments overall but had the following comments:

- Within the formal meeting invitation, the order of the wording for support be changed to Trade Union Representative or workplace colleague. The order of this wording has now been amended.
- Within the form for month one, the addition of a comments box to collate comments. This has now been added

4. Conclusion

- 4.1 The Probationary Policy – Schools is now written in a more user-friendly format and outlines a clear procedure for Managers to follow to monitor and support new employees in the Council. The amendments aim to ensure new employees feel part of the organisation, understand the importance of their role within the Council, and are given structured support by their managers.

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

- Consider the updated Probationary Policy – Schools, which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- Formally approve the adoption of the Probationary Policy - schools
- When adopted, notify all staff of the revised Probationary Policy – Schools.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Alicia Kitteridge
Policy and Reward Officer
alicia.kitteridge@eastriding.gov.uk

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Total Pay and Reward Update – Sustained Exceptional Performance**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Sustained Exceptional Performance Policy has been created to reflect the outcome of Total Pay and Reward and the principles agreed via a signed collective agreement following Trade union Consultation.
- 1.2 The policy impacts all NJC employees within schools and excludes teachers and is effective from 1 April 2024.
- 1.3 This report summarises the policy for your information only. The policy does not require adoption to be effective.

2. Summary of Policy

- 2.1 The policy applies to all NJC employees within schools who have discretionary performance increments included within their grade. These discretionary performance increments will only be awarded in circumstances where sustained exceptional performance has been demonstrated, evidenced and agreed.
- 2.2 The Council recognises that there are some exceptional employees working for us, whose work continuously goes far beyond the completion of their role and any objectives that have been set. The policy details the eligibility criteria required and the procedure for Managers to submit an application for approval of a performance pay increment for their member of staff who has shown sustained exceptional performance over a twelve-month period.
- 2.3 All performance pay increments must be considered in line with service budgets to ensure that an increase in cost can be accommodated, before an application can be progressed.
- 2.4 Following consultation with relevant parties any increase will be authorised by application form sign off for school staff.

3. Conclusion

- 3.1 The Sustained Exceptional Performance Policy reflects the principles agreed via a signed collective as part of TPRS and is effective from 1 April 2024 for all NJC employees within schools.

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) Be aware of the new Sustained Exceptional Performance Policy which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Notify all staff of the Sustained Exceptional Performance Policy that is to be operated within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Deborah Wescott
Policy and Reward Officer
01482 391142

EAST RIDING OF YORKSHIRE COUNCIL

Report to: Governing Bodies of All Schools

Date: Autumn Term 2025

Title: Time off for Public Duties Policy

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Time off for Public Duties Policy applies to all employees of the Council, including school – based employees (teachers and support staff) where the policy has been adopted by the School Governing body.
- 1.2 The Council recognises the importance of supporting our employees to undertake public duties outside of work, and the Time off for Public Duties policy details time off that employees are entitled to and provides guidance on whether time will be paid or unpaid. The policy sets out the procedure for employees to request time off and includes guidance for managers.

2. Policy Amendments

- 2.1 Amendments have been made to the policy to include:
 - The language has been updated into a more user-friendly format.
 - Employee responsibilities have been clarified
 - Manager responsibilities have been clarified.
 - Three tables have been included which clearly set out time off that can be requested, and whether time will be paid, unpaid or a requirement to work time back.
 - Forms to request the leave have been put into a clearer format for ease of use for employees and Managers.

3. Trade Union Consultation

- 3.1 Trade Unions were consulted about the proposed changes to the policy on 17 December 2024 and confirmed they had no further comments or actions.

4. Conclusion

- 4.1 The Time off for Public Duties Policy has been reviewed and updated to include a streamlined format and clearer guidelines for employees requesting time off to carry out public duties.

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 amendments to the Time off for Public Duties Policy
- (b) Formally approve the adoption of the Time off for Public Duties Policy
- (c) When adopted, notify all staff that the scheme has undergone some changes that they should familiarise themselves with if they are considering making an application.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Samantha Clarke
Policy and Reward Officer
01482 391132



Inmans Primary School

Collective Worship Policy

Date	Written By	Approved by	Review Date
June 25	S Fellows	SLT	June 28

Collective Worship Policy

1. Introduction

This policy outlines the approach to collective worship at Inmans Primary School. Collective worship is a valued part of our school community and provides an opportunity for reflection, spiritual development, and shared values. It contributes to the spiritual, moral, social, and cultural (SMSC) development of all pupils.

2. Legal Requirements

In accordance with the Education Act 1996:

- All maintained schools must provide daily collective worship for all pupils (unless withdrawn by parents).
- Worship must be "wholly or mainly of a broadly Christian character" in community schools.
- Collective worship can be provided in a single act or in separate groupings (e.g., class, year, key stage).

3. Aims of Collective Worship

- To provide a daily opportunity for pupils to reflect on values and beliefs.
- To foster a sense of community, belonging, and shared values.
- To encourage spiritual growth, respect for others, and understanding of different faiths.
- To celebrate achievements, important events, and festivals.

4. Organisation

- Collective worship takes place daily, in various formats:
 - Whole-school assemblies
 - Key stage or class-based worship
 - Reflection time led by staff or pupils
- A rota and theme plan is used to ensure variety and broad coverage of Christian and other faith-based or moral themes.

5. Content and Approach

- Includes music, readings, stories, prayers, and moments of silence or reflection.
- Focuses on themes such as compassion, perseverance, justice, courage, and respect.
- Draws from a range of cultural, religious, and secular sources.
- Promotes inclusivity, ensuring all pupils can access the experience meaningfully.

6. Rights of Withdrawal

- Parents have the right to withdraw their child from collective worship.
- Requests for withdrawal must be made in writing to the headteacher.
- Pupils withdrawn will be supervised and provided with an alternative activity if needed.

7. Monitoring and Evaluation

- Worship is regularly reviewed by staff and the senior leadership team.
- Pupil and staff feedback is collected to improve practice.
- Governors monitor the implementation of this policy.

8. Policy Review

This policy will be reviewed every three years or earlier if needed.



Inmans Primary School

School Uniform and Appearance Policy

Date	Written By	Approved by	Review Date
October 2025	V Smith	SLT	October 2026

At Inmans we have uniform requirements. We feel this will help us to eradicate differences which can lead to peer pressure such as fashion items and designer labels.

School Uniform Requirements:

- Polo shirt – red or white
- Trousers/Skirt – grey or black (skirts should be appropriate length – knee or just above)
- Sweatshirt/Cardigans – red
- Tights – black/red/grey
- Socks – black/grey/white
- Dresses - red gingham
- Pinafore dresses - grey
- Black school shoes or full black trainers (no crocs, open toe sandals or shoes with ankle straps as these may cause injury)

School PE Kit Requirements:

- Black/Red Shorts or Black Tracksuit bottoms (no logos/stripes)
- Plain White T-shirt (no logos)
- Black or Red Tracksuit Top (no logos/stripes)
- Sandshoes/Trainers

Please ensure all items of clothing are labelled so that found items can be quickly returned to their owners.

Children can, if they wish, wear uniform with the school logo on but this is not compulsory. Uniform with the school logo on is available to purchase from Steady School Wear <https://steadyschoolwear.co.uk/> 01482 322982

Jewellery

We strongly recommend that children do not wear any jewellery to school. Jewellery is always a potential cause of injury. Staff cannot be responsible for looking after earrings, rings or bracelets when these are either taken off in PE lessons or lost.

Nose rings or any other piercings other than one set of earrings are not permitted. Earrings should be studs to prevent any injury.

For these reasons parents are asked to discourage children from wearing jewellery. Where jewellery cannot be removed it is the parents' responsibility to provide tape/plaster which can be placed over the jewellery on the PE days. If jewellery is not removed or earrings covered, the children will not be permitted to take part in PE and games.

Smart Watches

We request that children do not bring smart watches/ fitbits into school that connect to a mobile device. Such devices can often be a distraction in lessons. We welcome wrist watches, as these encourage children to tell the time. Staff cannot be responsible for looking after these items on PE days, when the children will remove all items during their lessons.

Hair styles/colour and nails

Long hair should be tied back. Pupils may not wear designs or words cut into their hair or permanent/temporary coloured hair. Pupils will be requested to remove make-up if this is noticed. **The wearing of acrylic/gel nails is not permitted on Health and Safety grounds, and nail varnish will be asked to be removed.**

HERE

Training Brochure



East Riding of Yorkshire Council

Visit our website to find out more

<https://hereforschools.co.uk>



1. Improvement & Learning Service/Continued Professional Development (CPD)

Training and Events

1. Health & Safety in Schools: A Governor's Role in Ensuring Compliance and Oversight (25 Nov 2025 18:00 - 19:30)
2. Governors: embedding mental health and wellbeing provision in schools (27 Nov 2025 17:00 - 18:30)
3. Governors: holding senior leaders to account through effective challenge and support (03 Dec 2025 17:30 - 19:30)
4. Disciplinary Matters for Governors: Leading with Confidence on Investigations (14 Jan 2026 18:00 - 20:00)
5. New Governor Induction - Part 1 (15 Jan 2026 18:00 - 20:00)
6. Governors: Making the Most of Visits to Schools (19 Jan 2026 18:00 - 20:00)
7. Mastering Complaint Resolution: Essential Training for School Governors (20 Jan 2026 18:00 - 20:00)
8. Safeguarding: for governors (20 Jan 2026 18:00 - 20:00)
9. Governors Termly Briefing (21 Jan 2026 18:00 - 19:30)
10. Strategic Governance of SEND (22 Jan 2026 18:00 - 19:30)
11. Governors: preparing for Ofsted (26 Jan 2026 18:00 - 20:00)
12. Working Effectively with your Governors - a course for Headteachers (27 Jan 2026 14:00 - 15:30)
13. Governors: effective decision making, including risk management (27 Jan 2026 16:00 - 17:30)
14. Leading Governance: Chair and Vice Chair of governors working together effectively (27 Jan 2026 18:00 - 20:00)
15. New Governor Induction - Part 2 (29 Jan 2026 18:00 - 20:00)
16. Governors: preparing for Ofsted (Hornsea Cluster) (11 Feb 2026 18:00 - 20:00)
17. Keeping Schools Inclusive: A Governors' Look at Suspensions & Exclusions (11 Feb 2026 18:00 - 19:30)
18. Getting it Right as a Parent Governor (12 Feb 2026 18:00 - 19:30)
19. Getting it Right as a Staff Governor (24 Feb 2026 16:00 - 17:00)
20. Core Function 1: Vision, ethos and strategic direction for governors (24 Feb 2026 18:00 - 19:30)
21. Core Function 2: Accountability for governors (10 Mar 2026 18:00 - 19:30)
22. Governors: leading with confidence on panel hearings (11 Mar 2026 18:00 - 20:00)
23. Governors: embedding mental health and wellbeing provision in schools (12 Mar 2026 13:30 - 15:30)
24. Core Function 3: Effective use of school's financial resources for governors (17 Mar 2026 18:00 - 19:30)
25. Health & Safety in Schools: A Governor's Role in Ensuring Compliance and Oversight (26 Mar 2026 15:00 - 16:30)
26. Governors Termly Briefing (15 Apr 2026 18:00 - 19:30)
27. New Governor Induction - Part 1 (21 Apr 2026 18:00 - 20:00)
28. New Governor Induction - Part 2 (28 Apr 2026 18:00 - 20:00)
29. Safeguarding: for governors (28 Apr 2026 18:00 - 20:00)
30. Working Effectively with your Governors - a course for Headteachers (05 May 2026 14:00 - 15:30)
31. Mastering Complaint Resolution: Essential Training for School Governors (05 May 2026 18:00 - 20:00)
32. Getting it Right as a Parent Governor (07 May 2026 10:00 - 11:30)
33. Getting it Right as a Staff Governor (07 May 2026 16:00 - 17:00)
34. Governors: Making the Most of Visits to Schools (07 May 2026 18:00 - 20:00)
35. Keeping Schools Inclusive: A Governors' Look at Suspensions & Exclusions (10 Jun 2026 14:00 - 15:30)
36. Governors: preparing for Ofsted (15 Jun 2026 18:00 - 20:00)
37. Governors: embedding mental health and wellbeing provision in schools (17 Jun 2026 18:00 - 20:00)
38. Health & Safety in Schools: A Governor's Role in Ensuring Compliance and Oversight (23 Jun 2026 18:00 - 19:30)



Post Agenda Documentation

SCHOOL – Inmans Primary School

DATE – 1 December 2025

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

Agenda Number	Item
18	SFVS

Merlin Joseph

Executive Director of Children, Families and Schools

Introduction to the schools financial value standard (SFVS) checklist

The schools financial value standard (SFVS) helps to provide schools with assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

The SFVS checklist asks a number of questions of governing bodies in six areas of resource management to provide assurance that the school is managing its resources effectively. This can be used to identify possible areas for change to ensure that resources are being used to support high-quality teaching and the best education outcomes for pupils.

The checklist was formerly part of a tool that also contained a dashboard. This is now available on the schools financial benchmarking website. It shows how a school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes, which will help you to complete your checklist.

Outcome of schools financial value standard (SFVS)

Summary of agreed action and timetable for reporting back:

Signature: (Chair of governing body / management committee)	Click or tap here to enter text.
Full name of signatory:	Mrs Susie Rix
Date SFVS agreed by full governing body / management committee:	01st December 2025
Date SFVS submitted to local authority for review:	Click or tap here to enter text.

Schools financial value standard (SFVS) checklist

The schools financial value standard (SFVS) helps to provide schools with assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

The SFVS checklist asks a number of questions of governing bodies in six areas of resource management to provide assurance that the school is managing its resources effectively. This can be used to identify possible areas for change to ensure that resources are being used to support high-quality teaching and the best education outcomes for pupils.

The checklist was formerly part of a tool that also contained a dashboard. This is now available on the schools financial benchmarking website. It shows how a school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes, which will help you to complete your checklist.

School name:	Inmans Primary School
School LA Establishment number:	811 2881
	Answer
	Comments, evidence and proposed actions

A. Governance

1	In the view of the governing body and senior staff, does the governing body have adequate and up-to-date financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money? Is there a plan in place to address any gaps?	Q1 guidance	Yes	Governors bring current business and budgetary experience from a range of sectors. The Resources Committee demonstrates strong financial expertise. Governors complete an annual skills audit to identify any gaps, and any required training is sourced through the Local Authority.
2	Does the governing body have a finance committee, or equivalent, with clear terms of reference and a knowledgeable and experienced chair?	Q2 guidance	Yes	The Terms of Reference are reviewed and approved annually each autumn term at the Full Governing Body (FGB) meeting. The Chair of Governors is highly experienced, having served on the governing board for six years, including one year as Co-Chair of Governors.

3	Does the governing body receive clear and concise monitoring reports of the school's budget position at least 6 times a year?	Q3 guidance	Yes	Governors receive a financial dashboard, a variation report, and a summary of devolved capital. The five-year budget is approved twice yearly and reviewed at each Resources Committee and Full Governing Body (FGB) meeting, totalling six reviews per year.
4	Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?	Q4 guidance	Yes	Both staff and governors complete a pecuniary interest's declaration form annually, which are reviewed and any declarations are considered.
5	Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, for example, on sick leave?	Q5 guidance	Yes	The school buys into a Silver Service Level Agreement with ERYC Schools Finance department. The SBM is highly experienced in finance. In case of absence additional financial support can also be purchased through this service.

B. School Strategy

6	Does the school have a realistic, sustainable and flexible financial strategy in place for at least 3 years, based on realistic assumptions about future funding, pupil numbers and pressures?	Q6 guidance	Yes	Twice a year, the governors conduct a detailed review of the school's 5-year plan, guided by a comprehensive record of visit from the local authority. This report highlights key budget assumptions and any adjustments made along the way. The school remains agile, proactively responding to shifts in projected PAN (Pupil Admission Numbers), SEN (Special Educational Needs) figures, and future financial forecasts during each budget-setting session. By reviewing and updating these assumptions every six months, the school ensures it remains adaptable, financially resilient, and well-prepared for any upcoming changes.
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7	Does the school take an integrated approach to curriculum and financial planning?	Q7 guidance	Yes	The School Development Plan (SDP) and the 5-year budget are strategically aligned to ensure that the school's initiatives to raise standards are fully supported by sound financial planning.
8	Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?	Q8 guidance	Yes	The school has an up to date disaster recovery plan including business continuity plan and up to date asset register. School buy into Building Facilities SLA.

C. Setting the annual budget

9	Does the school set a well-informed and balanced 3-year budget and has this been submitted to the local authority?	Q9 guidance	Yes	Twice a year, budget plan meetings are held with the support of the finance team from the Local Authority, ensuring compliance with the <i>Scheme for Financing Schools</i> manual. Governors are encouraged to attend both sessions, providing valuable oversight and input. Once the plan is developed, it is presented at the Full Governing Body (FGB) meeting for approval, before being officially submitted and authorised by the Chair of Governors (COG) to the Local Authority. This thorough process ensures transparency and alignment between financial planning and school governance.
10	Does the budget setting process allow sufficient time for the governing body to scrutinise and challenge the information provided?	Q10 guidance	Yes	The budget is shared with governors to scrutinise prior to meetings. The budget is discussed in depth by the resources committee. It is then reviewed by the FGB prior to approval.
11	Is the school realistic in its pupil number projections and can it move quickly to recast the budget if the projections	Q11 guidance	Yes	The school have consulted with the LA regarding demographic trends, whilst the

	and the reality are materially different?				overall picture is declining current numbers remain static possibly due to parental choice.
12	Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?	Q12 guidance		Yes	CFR reports shown to governors at FC The outturn for the last three years has been in line with the predicted outturn. Governors are informed in a timely manner over any variances to the predicted outturn.
13	Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balance at the end of each year?	Q13 guidance		Yes	The school has recently recorded a positive carry forward. The remaining surplus has been applied to offset projected in-year deficits over the next few years, while the budget is adjusted to reflect in-year income and anticipated pay increases.

D. Staffing

14	Does the school review its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity?	Q14 guidance		Yes	Staffing structure discussed at governing body finance & personnel meetings on a regular basis and at the 5-year plan meeting when a governor is present.
15	Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?	Q15 guidance		Yes	Alongside the governors pay committee, the School Improvement Partner for the Local Authority is involved in the Headteachers performance management to hold them to account for outcomes.
16	Has the school published on its website the number of employees (if any) whose gross salary exceeded £100k?	Q16 guidance		No	As we are a local authority maintained school, the local authority use our year-end CFR outturn data to benchmark against other like schools within our local authority and nationally. Areas that are not in line with like schools are investigated. Governors review the data.

					The school do not have any staff members whose salary exceeds £100k.
17	Does the school benchmark the size of its senior leadership team annually against that of similar schools?	Q17 guidance		Yes	The Headteacher utilises DfE benchmark data to compare the school's performance against other similarly sized schools and within the local cluster.

E. Value for money

18	Does the school benchmark its income and expenditure and investigate further where any category appears to be out of line?	Q18 guidance		Yes	As we are a local authority maintained school the local authority use our year-end CFR outturn data to benchmark against other like schools within our local authority and nationally. Areas that are not in line with like schools are investigated. Governors review the data.
19	Has the school leadership team considered the results of the self-assessment dashboard or other DfE benchmarking tools?	Q19 guidance		Yes	DfE Benchmarking result and self-assessment dashboard result are reviewed by SLT in line with the budget.
20	Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?	Q20 guidance		Yes	The school has a scheme of delegation that sets out delegated responsibility for purchasing. Any expenditure above £10,000 requires Governor approval.
21	Is the governing body given the opportunity to challenge the school's plans for replacing contracts for goods and services that are due to expire shortly?	Q21 guidance		Yes	Governors are given SLA information prior to the contacts expiring and to gain approval for renewal, if required.
22	Does the school consider collaboration with others, for example, on sharing staff or joint purchasing, where that would improve value for money?	Q22 guidance		Yes	The school works closely with cluster school and group buy where possible. Training is shared with other schools to reduce costs.
23	Do you compare your non-staff expenditure against the DfE recommended national deals to ensure you are	Q23		Yes	Where possible, the school utilises the DfE procurement site to secure the best value for

	achieving best value?	guidance			resources and services. However, the school's geographical location presents challenges in fully benefiting from DfE supplier deals, limiting access to some cost-saving opportunities. Despite this, the school remains committed to pursuing value-driven solutions while navigating these regional constraints.
24	Does the school maintain its premises and other assets to an adequate standard and make best use of capital monies for this purpose?	Q24 guidance	Yes		The building is in a good state of repair and maintains to a high standard. The governors take part in a Health & Safety audits each term to ensure they are happy with the site.

F. Protecting public money

25	Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?	Q25 guidance	Yes		All outstanding audit actions have been completed.
26	Are there adequate arrangements in place to manage related party transactions and has a complete list of related party transactions been appended to the checklist document (see template for recording related party transactions)?	Q26 guidance	Yes		Governors are asked to complete a declaration pecuniary interest form annually. The RPT form will be filled in when necessary and given to governors at either the resource meeting or FGB for approval.
27	Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers?	Q27 guidance	Yes		No fraudulent activity has been detected. Stringent cash handling policies are in place. An asset register is kept and checked regularly. The school is now cashless and all payments are made online using Arbor.
28	Are all staff aware of the school's whistleblowing arrangements and to whom they should report concerns?	Q28 guidance	Yes		Whistleblowing forms part of staff meetings each year. Staff are given a copy of the policy and reminded when and how to use the helpline. The school has pathways documents that all staff have sight of and

					gives a flow chart of actions to ensure their concerns are heard.
29	Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the consistent financial reporting return?	Q29 guidance		Yes	The school use Masterpiece which has been approved by the Local Authority and the ERYC produce CFR returns using data extracted from this system.
30	Does the school have adequate arrangements for audit of voluntary funds?	Q30 guidance		Yes	The LA have ended the auditing facility. Another school will be contacted to audit the school fund. Copies of the audit are sent to The technical team ERYC annually along with the minutes from the FGB meeting.