



INSET Consultation – June 2025 – FAQs

Parents

Q1. Will school provide childcare for those pupils whose parents are unable to collect them, or who are not at home?

A1. We are sorry but that will not be possible. We are asking parents/carers, with the notice we are giving, to resolve childcare issues yourselves, please.

Q2. Are there any accessible respite or support/childcare services available to families to use on these days?

A2. We are looking at what options may be available locally via each of our schools. As part of consultation responses, if any parents have ideas or suggestions, or know of services that might support other families, we would appreciate receiving information.

Q3. Why can't the extra training take place during school holidays?

A3. Most of our support staff are on what are called “term-time only” contracts, so they are not paid to work during school holidays. Our teaching staff contracts contain an entitlement not to work during school holidays. We appreciate also that many of our school staff have caring responsibilities for their own families during school holidays.

Q4. What feedback have you received from school staff?

A4. At the same time as consulting with parents, we are consulting separately with staff. However, feedback from staff surveys tells us that staff universally want more development and training opportunities, as they value the investment in their professional skills and can see benefits for pupils and staff colleagues.

Q5. How will the impact of the extra Inset days be reviewed or monitored?

A5. We plan to conduct staff and parental questionnaires about this. The first questionnaire would be in January 2026 and the second in the summer term of 2026, so that we can plan for the following academic year. If there are adjustments to be made, we will consider those carefully.



Headteachers and Trust Central staff will monitor the impact of the additional training on further improving curriculum, classroom practice and pupil progress through a range of methods including observing lessons, analysing data and talking to pupils.

Q6. How will the school help pupils cope with the disruption to their routine caused by additional closures?

A6. As part of the work in each school, we will carefully consider how we build into our curriculum and tutor sessions support for children in managing changes to routines. We will give lots of reminders and provide visual communication tools to support them where necessary. We will help pupils to think about what they can do at home during the 10 half days.

Q7. Will transport be able to accommodate 10 early collections?

A7. As part of this consultation process, each school will liaise with their transport contacts, to make sure this is planned into next year's academic calendar. Transport is attuned to being responsive to changes in pick-up times from school, with enough advance warning, so we don't anticipate that this will cause any difficulty.

Q8. Will the extra Inset afternoons impact my child's learning time?

A8. We are thinking very carefully about the impact on our normal timetable and adaptations will take place through the school year to ensure that learning opportunities are not lost. We strongly believe that there will be a noticeable positive impact over time in the quality of learning opportunities.

Q9. How will any lost learning time be made up and will work be provided?

A9. As we said above, we are thinking very carefully about how to adapt our timetable; each school will have plans in place before the first extra Inset half day. We will not be providing work to be done at home on the half days, but we will support pupils with ideas about how to use their time in a positive way.

Q10. Will my child still get lunch on the half days?

A10. Yes. Please send your child in with a packed lunch if that's what they normally have. If they have a meal in school, this will be provided as normal.



THE
BRIDGE
SCHOOL



THE HEIGHTS
ACADEMY



LEYCROFT
ACADEMY

Q11. If I decide to keep my child at home on the morning of the Inset half day, as it would be easier for me, will it impact their attendance marks?

A11. Yes. We are asking children to be sent in as normal to school on the Inset half days. If you choose not to send them in, they will not receive either attendance mark (it will be an unauthorised absence) for the day and they will miss out on important learning on that day.

Q12. Why have you spread the Inset time out, rather than just take a whole week as this might be easier for parents?

A12. We must consider how staff receive their development and learning, allowing enough time to assimilate the information and build on it over time. We are providing a broad range of learning & development over the year and, expecting someone to receive that all in one week would not support a positive learning approach.

Q13. I have received letters regarding my child's attendance, and now they will miss the equivalent of another 5 days, how can this be justified?

A13. Supporting your child to come to school on designated days is an important parental responsibility. We have some flexibility to structure the school year in ways which support both staff development and learning for pupils. We believe this is a good approach to move forward with.

Q14. Are you consulting with all parents?

A14. Yes. As this applies to the next academic year 2025/26, we will be sending this to parents of children currently at the school and those due to transition into school next year, but we do not expect responses from parents whose child is due to move to another setting.

Q15. On the training half days, when children have gone home, will staff just go home as well?

A15. No. Staff will stay in school to follow structured training opportunities to develop themselves, for the benefit of their children. By having all 10 half days the same across all our schools, it maximises our opportunity either to share training between schools, move staff for the afternoon to another location to undertake training with staff colleagues, or to concentrate on things that are only relevant to an individual school. This is a great opportunity to truly invest more deeply in our staff, to enhance our existing development offer to them.