

# Inmans Primary School

## Inspection report

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|--------------------------------|--------------------------|
| <b>Unique Reference Number</b> | 117911                   |
| <b>Local Authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 358221                   |
| <b>Inspection dates</b>        | 16–17 February 2011      |
| <b>Reporting inspector</b>     | Andrew Swallow           |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Community                             |
| <b>Age range of pupils</b>                 | 5–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 373                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Mrs Jan Baker                         |
| <b>Headteacher</b>                         | Ms Sally Morgan                       |
| <b>Date of previous school inspection</b>  | 4 December 2007                       |
| <b>School address</b>                      | Inmans Road<br>Hedon<br>Hull HU12 8NL |
| <b>Telephone number</b>                    | 01482 899485                          |
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|--------------------------|---------------------|
| <b>Age group</b>         | 5–11                |
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 teachers. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 132 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Rates of progress made by children across the Early Years Foundation Stage, given numbers joining the Reception Year at regular intervals during the school year.
- The effectiveness of the school's strategies to raise attainment in writing and in mathematics across Years 3 to 6, and particularly for higher attainers.
- The consistency of teaching and impact of teachers' assessments on all pupils' learning and progress, especially across Years 3 to 6.
- Effectiveness of leadership and management, at all tiers, in driving improvement, and confidence of the governing body in challenging the school's performance.

## Information about the school

Inmans is an above average sized primary school. The vast majority of pupils are of White British heritage, with fewer known to be eligible for free school meals than seen nationally. The proportion of pupils with special educational needs and/or disabilities is lower than average, although the percentage of pupils with a statement of special educational needs is much larger- than- average. Amongst the school's awards are the Healthy School status, Investors in People and Pupils, Inclusion awards, and the Activemark.

On-site child care provision is not managed by the governing body and did not, therefore, form part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It provides well for its pupils, particularly the large number with a statement of special educational needs. Pupils start school with skills that vary significantly from year to year, but that are generally below expectations, especially in writing and reading. The vast majority, including the higher attaining pupils, make good progress and achieve well. Attainment in reading and mathematics is above average, having risen since the last inspection, and that in writing is rapidly improving and is now average.

Parents and carers confirm how much they feel welcomed in school, and how effective is the care, guidance and support that their children receive. Pupils are keen to say how much they enjoy their learning and feel safe at school. As a result, they take full advantage of the many experiences and competitions, and develop personal qualities and skills that prepare them well for their future lives. Pupils' spiritual, moral, social and cultural development is good. Their good behaviour makes a significant contribution to the friendly school environment. Many are confident in talking about the factors affecting their health and well-being. Although overall attendance is average, a small proportion of pupils do not attend as regularly as they might.

Central to the high expectations across the school, is the effective leadership and management of the headteacher, who inspires staff to provide quality support for pupils and their families, including those with specifically identified needs. Pupils get off to a good start in the Early Years Foundation Stage where they quickly improve their basic skills and gain confidence in forming relationships with others. Good progress is sustained throughout the school as pupils reach average attainment by the end of Year 2, and increasingly above average attainment by the end of Year 6. Teaching and learning are good, although variable. While most is good and some is outstanding, not all is of this quality in terms of engaging and challenging pupils so they are always stimulated to learn. In the main, pupils enjoy practical, interesting and relevant activities, with well-planned assessments that help them to understand the next steps in their learning. The curriculum is closely matched to pupils' needs and enables them to learn effectively.

Senior leaders evaluate accurately the school's performance. They accept that in arrangements for monitoring the quality of lessons, there is insufficient focus on the impact of teaching on pupils' understanding and progress. The governing body is well informed and challenges all staff to give of their best. As a consequence, all leaders and managers are ambitious for all pupils, and have put in place clear plans and challenging targets to secure further improvement. All these characteristics, in conjunction with pupils' higher attainment, highlight the school's good capacity for sustained improvement.

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## What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently at least good across the school by:
  - involving pupils in their learning as briskly as possible
  - ensuring all teachers plan for challenging and stimulating activities
  - using agreed strategies to check and retain pupils' attentiveness
  - refining arrangements for monitoring the quality of lessons, focusing on the impact of teaching on pupils' understanding and progress.
- Raise attendance to above average by:
  - introducing rewards and awards that value and celebrate regular attendance.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well and enjoy their learning. In many lessons, they collaborate effectively to pool ideas and develop each other's thinking. For example, Year 6 pupils worked well together to produce a design to scale for the new school playground, drawing on their understanding of how to calculate the areas and perimeters of complex shapes. Year 5 pupils extended each other's thinking about the water cycle, using prior information to produce a simple board game. Year 2 pupils exchanged ideas enthusiastically about the patterns found on African animals' skins, to inform their designs for cushion covers. Pupils of all abilities engage equally well in such tasks. Their enthusiastic responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

By the time they leave Year 6 pupils' attainment is above average in mathematics and reading, and improving and average in writing. These outcomes represent considerable improvement since the last inspection. The attainment of the more able, and of boys, has also improved. In English, these improvements are largely due to teachers' effective modeling of key language, and as a result of carefully selected opportunities for pupils to practise writing for meaningful and practical purposes. Attainment has also risen in mathematics. The proportion of pupils reaching the higher levels is above that found nationally. Opportunities for pupils to work in small groups, to challenge each other's understanding of new mathematical skills, then to apply them to solve real-life problems, make a strong contribution to their growing confidence. Overall, pupils learn well and make good progress from often below expected starting points. Pupils who have special educational needs and/or disabilities, especially those with a statement of special educational needs make good progress. This is because they benefit from successful support from other adults and one-to-one mentoring arrangements.

Pupils develop good personal skills and qualities. Most pupils show a good understanding of how to eat healthily and stay fit. They say they feel safe in school and know who to turn to with problems. Through their work on the school council, charity fundraising, and meetings with local business people, pupils develop good spiritual, moral and social qualities. Links with schools in France and Germany as well as a successful pen-friend scheme, foster an appreciation of the different lifestyles and the priorities of people from diverse countries and religious backgrounds. Industry days and opportunities to work with local companies on innovative projects that involve designing and marketing products for

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sale help pupils to understand the world of business and finance. Attendance is average. It is not higher because a small proportion of pupils do not attend regularly, and the school is not as proactive as it might be in openly promoting and celebrating regular attendance.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 2        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

On the whole, lessons are interesting and capture pupils' attention. Where experiences are most effective, teachers have clear expectations of what pupils need to learn, and assess frequently the developing levels of understanding. They use a range of questioning techniques so that pupils are encouraged to think for themselves, are increasingly involved in assessing their progress, and in determining the next steps in their learning. Pupils enjoy these lessons and say that 'activities are practical and meaningful.' The good teaching enables them to share their views and develop their ideas effectively in pairs and small groups. Adults other than teachers are effectively deployed to support individual learners and small groups, helping with informal assessments of what pupils can do. However, in some lessons, teachers talk for too long and there is occasionally not enough challenge within the planned activities. On these occasions, pupils often become restless and inattentive.

The curriculum responds well to pupils' basic literacy and numeracy needs. Experiences are increasingly well planned across subjects to reinforce key reading, writing and information and communication technology skills, which lead to good learning and

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progress. Specialist projects and events, such as the Chinese New Year, the effects of wind turbines on the landscape, and designs of Victorian fairground rides, extend pupils' awareness of the world around them. Arrangements to promote pupils' personal and emotional development are good. A range of sporting, drama, artistic and musical activities underpins pupils' growing self-confidence and effective personal qualities.

Pupils receive good pastoral care and support. Staff ensure very good welfare, especially for the most vulnerable. Good partnerships between the school and different specialist agencies impact positively on all pupils, especially those with special educational needs and/or disabilities. Effective links with local nurseries and the secondary school mean that induction and transition processes result in pupils moving smoothly through the different phases of their education. Adults have high expectations of pupils, resulting in good behaviour and positive regard for each other.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The headteacher leads the school well. She sets a clear direction and tone for the school's work, and is aspirational on behalf of the young people. Senior and middle leaders are equally ambitious to continue to improve the school. They discharge effectively their responsibilities for checking the quality of teaching and learning, although they do not always concentrate sufficiently on the impact of the teaching on pupils' understanding. They make very effective use of information to monitor how well pupils are doing. Self-evaluation is accurate and outcomes are used carefully to deploy additional resources to support the performance of pupils with specific needs.

The governing body knows the school very well. It takes an active role in school self-evaluation, and is well informed through the regular and detailed information it receives. Members of the governing body confidently provide the necessary challenge to hold senior leaders to account, and keenly support their work. The governing body engages effectively with parents and carers, pupils and the staff as a whole, and ensures that all pupils and staff are safe. The school promotes good community cohesion through partnerships with schools in France and Germany, links with local schools in different circumstances, and well planned visits from a range of different religious and ethnic communities. These arrangements help to develop a good understanding of the lives of people from different faiths, cultures and backgrounds.

There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks. Support provided by key agencies is of a good quality. The governing body and staff receive regular training, in particular on child protection issues.

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The school integrates issues about safety into the curriculum well, so that pupils develop a clear understanding of how to keep themselves safe. Adults promote equality of opportunity and tackle discrimination effectively, so that all groups of pupils reach their potential. As a consequence, the school provides good value for money.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Entry to the Reception class is termly according to age. On entry to this class children's skills vary considerably. In general, they are below those typically seen for their age, and especially so in reading and writing. Some children have low levels of confidence in communicating with their peers. Overall, children go on to make good progress in the Early Years Foundation Stage. From the outset, adults provide strong support for children's welfare, learning and development. As a result, children settle quickly and begin to relate well to one another. Staff place strong emphasis on children cooperating in small groups, taking turns and sharing. Well-known routines underpin these positive relationships and help to establish close links with parents and carers, and with local nurseries. Children are well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement.

Consequently, the vast majority reach overall expected standards for their age at the end of Reception Year. This is primarily due to close tracking and detailed planning by staff that meets well their individual needs. There are regular activities during which adults talk to and work alongside children. There are many opportunities both indoors and outdoors, for children to investigate, explore and interpret for themselves, with stimulating resources and scenarios. Strong leadership of the Early Years Foundation Stage ensures that staff work as a team, with a common sense of purpose, to ensure that all groups of children have the opportunity to achieve as well as they can.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   | 2        |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

Well over a third of all parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority was supportive of the school. They typically comment, 'my child always looks forward to going to school,' and that 'teaching is creative and of a high standard.' These comments reflect the positive feedback from the school's own surveys. A few responses raised concerns about how effectively the school deals with unacceptable behaviour, and the extent to which the school helps parents and carers to support their children's learning. Inspectors share the many positive views expressed by parents and carers. They find that staff deal effectively with any instances of misbehaviour, and make appropriate arrangements to inform parents and carers about their children's progress, and how they might further support them at home.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Inmans Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 66             | 50 | 61    | 46 | 3        | 2  | 2                 | 2 |
| The school keeps my child safe  | 73             | 55 | 55    | 42 | 4        | 3  | 0                 | 0 |
| My school informs me about my child's progress  | 43             | 33 | 75    | 57 | 7        | 5  | 5                 | 4 |
| My child is making enough progress at this school   | 44             | 33 | 75    | 57 | 8        | 6  | 4                 | 3 |
| The teaching is good at this school   | 47             | 36 | 72    | 55 | 8        | 6  | 2                 | 2 |
| The school helps me to support my child's learning  | 42             | 32 | 71    | 54 | 14       | 11 | 4                 | 3 |
| The school helps my child to have a healthy lifestyle   | 38             | 29 | 86    | 65 | 8        | 6  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 42             | 32 | 70    | 53 | 8        | 6  | 2                 | 2 |
| The school meets my child's particular needs  | 44             | 33 | 78    | 59 | 6        | 5  | 3                 | 2 |
| The school deals effectively with unacceptable behaviour  | 34             | 26 | 65    | 49 | 15       | 11 | 7                 | 5 |
| The school takes account of my suggestions and concerns   | 31             | 23 | 77    | 58 | 11       | 8  | 3                 | 2 |
| The school is led and managed effectively   | 48             | 36 | 69    | 52 | 7        | 5  | 7                 | 5 |
| Overall, I am happy with my child's experience at this school   | 57             | 43 | 61    | 46 | 9        | 7  | 3                 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning, development or training.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.  |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.   |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2011

Dear Pupils,

**Inspection of Inmans Primary School, Hull, HU12 8NL**

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

You should be really pleased because we agree with your views and judge your school to be good. You should also be proud because you are polite, well behaved, and supportive of each other. You have a good knowledge of how to stay healthy and safe. Adults look after you well so that you feel confident to ask them for help at all times. You told us that lessons were interesting and we agree with you. You learn a lot from the 'real life' experiences that your teachers regularly plan for you and you make good use of computers to enhance your work. Your understanding of the world of business and finance is good. The headteacher leads your school well with the support of all the staff and the governors. They make sure you are happy and learn well. You make a good start in the Early Years Foundation Stage, and across Years 1 to 6 you work hard and make good progress. As a result, you attain above average standards in reading and mathematics, and average standards in writing for your age by the end of Year 6. This is because you generally receive good teaching.

There are two areas for improvement that we found. We have asked your school to ensure that, even though you are doing well, all teaching is consistently good in all years to motivate all pupils. We also believe that more could be done to encourage some pupils to attend more regularly, for example, through more recognition and awards for good attendance.

You can all help in sustaining the good education that Inmans provides by working hard to reach your targets and continuing to support each other.

Yours sincerely,

Andrew Swallow

Lead Inspector

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