

Ings Primary School

Ings Road, Hull, HU8 0SL

Inspection dates 16–17 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- In recent years, pupils' attainment has fallen and in 2012 it was significantly below average, particularly in mathematics. Pupils made inadequate progress from their individual starting points. Despite recent improvements, attainment is still too low.
- The quality of teaching over time is inadequate. It has not been good enough to improve pupils' achievement. It remains too variable to ensure pupils' achievement improves quickly.
- Teachers' expectations of what pupils need to do and learn in lessons are not high enough. Teachers do not ask questions that help pupils to develop adequate breadth and depth of skills, knowledge and understanding, especially in mathematics.
- In too many lessons, planned learning activities are not matched well enough to the needs of pupils of varying abilities, and especially do not stretch the more-able pupils.
- Activities in some lessons do not maintain pupils' interest and motivation for long enough. Sometimes pupils are easily distracted and lose concentration. Behaviour in the playground is not good and there is too little for pupils to do.
- Actions by leaders to improve teaching and pupils' achievement have yet to show their full impact.
- Some senior and subject leaders do not yet make a fully effective contribution to securing school improvement.
- Governors have not held the school fully to account. They have not reviewed pupils' achievement well enough.

The school has the following strengths

- The headteacher and deputy headteacher are leading strongly the school's improvement.
- Teaching is improving quickly, with more good teaching evident. This is starting to result in steady improvements in pupils' attainment and their progress has begun to speed up.
- Teachers are very keen and determined to improve their teaching skills.
- The school has good support from parents, who are also helping to improve the school. Attendance, for example, is rapidly improving.
- Relationships within the school are good. As a result, pupils feel safe and have a good understanding of how to keep safe.

Information about this inspection

- Inspectors observed 11 teachers teaching in parts of 18 lessons, as well as an additional small mathematics group session for more-able pupils in Year 6. Two lessons were observed jointly with the headteacher.
- The inspectors listened to several pupils read and examined in detail English and mathematics work from pupils in Years 2, 4 and 6.
- Inspectors considered the school’s written view of its own performance, held discussions with staff, the Chair of the Governing Body and another governor, as well as a representative from the local authority.
- The inspectors took account of the school’s procedures for safeguarding. They looked at the school development plan, records of lesson observations, targets set for teachers, and documents that track pupils’ progress.
- The inspectors spoke individually with a number of pupils and held a discussion with the school council.
- Inspectors took account of 17 responses from the on-line questionnaire (Parent View), as well as 19 staff questionnaires. They also spoke to parents on the playground.

Inspection team

Pauline Hilling-Smith, Lead inspector	Additional Inspector
Jennifer Firth, Team inspector	Additional Inspector
Michael Wintle, Team inspector	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- This is a slightly larger than average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils for whom the school receives the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher was appointed in September 2012.
- With effect from April 2013, the school has become a cooperative trust. This gives the school greater independence from the local authority. Links already established within the cooperative trust include the allocation of two governors from the trust to the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good in order to raise pupils' attainment, particularly in mathematics and in Key Stage 2, by making sure that:
 - work given to pupils always matches their varying needs and abilities and that all groups of pupils are effectively challenged, particularly the more-able
 - all teachers have high expectations of what pupils can achieve so that pupils reach their potential
 - pupils are given work that captures their interest and so remain focussed on their learning
 - teachers' marking always gives pupils clear and specific information about how to improve their writing skills
 - teachers provide more time in lessons for pupils to find things out for themselves and especially to solve mathematical problems
 - teachers make better use of the questions they ask their pupils so that they develop an improved depth and breadth of knowledge, skills and understanding, particularly in mathematics.
- Ensure that pupils' behaviour is good at all times, not only in lessons but outdoors at break and lunchtimes by:
 - increasing the range of outdoor play opportunities and ensuring that pupils are shown how to make good use of them
 - making sure all staff consistently apply school policies and procedures to manage pupils' behaviour.

- Improve the effectiveness of leadership and management, including governance by:
 - further developing the role of senior and subject leaders in assessing the quality of teaching and learning, so that they all can provide more effective support in driving improvement forward, especially in teaching
 - ensuring that checks on the quality of teaching and reviews of pupils’ work focus more closely on the impact on learning
 - ensuring that the new curriculum engages pupils’ interest well
 - developing governance so that all governors are fully involved in helping to drive improvement and know precisely how to hold the school to account.

 - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
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Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate. Pupils, especially those between Years 3 and 6, do not make enough progress. Attainment in English and mathematics by the end of Year 6 has declined in recent years. In 2012, it fell dramatically and was well below average particularly in mathematics, for the boys, and those pupils for whom the school receives the pupil premium.
- Children in the Early Years Foundation Stage start school with knowledge and skills below what is typical for their age, especially in mathematical development and their knowledge of the world. Overall, they make the expected rate of progress, although it is faster in the Reception classes than it is in the Nursery.
- Pupils' progress in Key Stage 1 requires improvement. Although in recent years pupils have reached broadly average levels of attainment by the end of Year 2, too few pupils, given their starting points, reach the higher levels of attainment compared to pupils nationally. The slightly lower attainment of pupils currently in Year 2 compared to 2012 reflects their lower starting points. This shows a better rate of progress than in 2012, because the quality of teaching is improving.
- In recent years, pupils' progress between Years 3 and 6 has been too slow and so their attainment has been too low. However, progress is now starting to speed up. School data and inspection evidence show, for example, that pupils currently in Year 6 are on track to reach higher levels of attainment than last year's cohort, particularly in mathematics and especially by the boys.
- Disabled pupils and those with special educational needs have underachieved in the past and currently still do because their specific needs are not always met. In recent months however, these pupils have made faster progress. This is because there is now no inadequate teaching and more teaching is good. The organisation and quality of the provision for these pupils has recently improved. Teaching assistants are making a more effective contribution to their progress.
- Leaders have improved the way the pupil premium funding is used to raise the attainment for those pupils for whom it is intended in English and mathematics. This is proving successful in narrowing the previously very wide gap, particularly between pupils known to be eligible for free school meals and other pupils in school. For example, these pupils have made the equivalent of a further term's progress in reading, writing and mathematics when compared to other Year 6 pupils.

The quality of teaching

is inadequate

- Although some teaching is good and the quality of teaching is improving quickly, too much still requires improvement. No inadequate teaching was observed in lessons during the inspection, but there is not enough good teaching to ensure that the gaps in pupils' learning are filled quickly and that they make consistently good progress.
- Teachers' expectations of what pupils are capable of are not always high enough. They do not always give pupils work that matches their abilities and interests. Pupils of varying abilities do the same tasks, and, for many pupils, there is too little challenge in their learning, especially for the more-able pupils.
- Teachers do not provide enough time in lessons for pupils to find things out for themselves, such as solving mathematical problems. They do not always keep explanations brief and to the point, which limits the amount of time pupils have to be actively involved in their learning. Sometimes, pupils spend too long listening passively to their teacher. At such times, pupils, particularly the boys, find it difficult to maintain their interest and motivation and occasionally lose concentration.
- Pupils say that they work hard in lessons and parents agree. However, pupils also say that they

do not always find lessons very interesting.

- In recent years, the lack of self control of a small number of older pupils has hindered the learning of others because too much staff time has been spent on managing this behaviour. The behaviour of older pupils in lessons is now much improved. Inspectors observed some excellent behaviour in lessons, especially in Year 5 and Year 6. However, teachers are not always consistent in the advice they give to pupils to improve their behaviour and this confuses some pupils.
- Although the teaching of reading is improving, it is still not good across the school. Pupils are not yet reaching the levels of attainment of which they are capable. Even so, pupils say that they enjoy reading and they, and their parents, know it is important to read often at home.
- Pupils' progress in writing is hampered because teachers do not always provide enough information for pupils to refer to, so that they understand what they are aiming for in a piece of writing. Teachers' marking does not always give them clear enough or specific information about what they need to do to improve their writing skills.
- Where teaching is good, teachers question the pupils well to assess how well they understand what is being taught. They skilfully and quickly adapt activities where needed. This practice was seen for example in a Year 5/6 lesson, where pupils, studying *Romeo and Juliet*, found comparing a traditional and modern interpretation of the play exciting. The teacher extended the time available for part of the lesson so that more pupils could have the chance to express their opinions.
- In the Early Years Foundation Stage, teaching requires improvement because it does not always enough focus on the development of language skills. For example, adults do not provide labels for children to read or make sure when they question children, they encourage them to develop their speaking skills.

The behaviour and safety of pupils

requires improvement

- In too many lessons some pupils either become passive or are easily distracted. This is especially the case when there are too few opportunities to take part in practical activities that challenge or motivate them to learn. It also happens when work is not set at the right level for pupils' varying abilities.
- When this occurs, staff do not always respond in the same way or have the same high expectations. Not all staff consistently apply the school's policies and procedures to manage pupils' behaviour. This means that some pupils are not clear about how they are expected to behave.
- Behaviour is, however, improving. The number of incidents of unacceptable behaviour for example, has fallen dramatically over the last two terms. The behaviour of older pupils is very much improved, with some that is outstanding in Year 5 and Year 6. Even so, there are still too many incidents, especially outdoors at break or lunchtime, where there is little for them to do. Although the situation is improving because pupils have been shown how to play more cooperatively and a new tyre park has been installed, more remains to be done to ensure pupils make the most of such opportunities.
- Pupils say they feel well cared for and safe in school and parents strongly agree with them. Pupils say there is always someone they can talk to if they need to, and that any concerns they have will be dealt with effectively. Bullying is not an issue and pupils understand the different forms this might take, such as cyber-bullying.
- Pupils are polite and courteous to adults, opening doors for them to go through, for example. They are pleased with the new lunchtime arrangements and show good manners when speaking to the supervisors. Relationships between adults and pupils are good.
- Attendance is average and improving rapidly. Recent measures put in place by leaders are paying dividends. Leaders are working more closely with outside agencies and with parents, to ensure more pupils come to school regularly and on time.

The leadership and management requires improvement

- The new headteacher has made a significant difference to the school in a short period of time. The clearer direction, more effective plans, and precise actions to bring about improvement, are well communicated to staff. Already, improvements are evident in a number of areas. For example, pupils are making better progress, particularly in Key Stage 2, in mathematics, for boys and those supported by pupil premium funding. This is because the quality of teaching is improving. Attendance has improved and the number of incidents of poor behaviour has fallen substantially.
 - A new structure of leadership responsibilities is having a positive impact on pupils' achievement. The headteacher is ably supported by the deputy headteacher and is strongly leading school improvement. Senior leaders and subject leaders are focussing on quickly improving the quality of teaching and raising pupils' achievement. Although these leaders are helping to improve the quality of teaching by observing lessons and reviewing work in pupils' books, all do not yet make an effective contribution. Some leaders do not place enough focus on how well pupils are learning when undertaking their checks.
 - In the past, teachers' pay was not linked well enough to the quality of their teaching and they were not held accountable for the progress of their pupils. However, the headteacher and the governing body reviewed the procedures and they are having a positive impact on the quality of teaching. Support for teachers is helping to tackling weaknesses in teaching. For example, training in the teaching of mathematics has taken place. Sharply focused activities for pupils supported through the pupil premium funding have begun.
 - Pupils' inadequate progress, especially in Key Stage 2, and the wide gaps between the performance of groups of pupils in the school, means that the promotion of equality of opportunity is inadequate. However, leaders are now tracking the progress of groups of pupils with more rigour. This is providing a clearer picture of where improvements are needed most. The gaps are starting to close.
 - Leaders are making important improvements to the curriculum. For example, the new environmental curriculum has improved pupils' spiritual development. Widening the opportunities to support pupils for whom the school receives the pupil premium is also helping this group to make better progress. More creative approaches to learning are starting to be developed, although further work is needed to make sure they fully engage pupil's interest.
 - The local authority has provided support to the headteacher, in the same way that is provided to all headteachers on their first headship appointment. However, it was not fully aware of the weaknesses in the quality of teaching in the school, therefore action taken so far has yet to have any significant impact on school improvement.
 - **The governance of the school:**
 - In the past, governors have not held the school well enough to account, particularly in making sure that pupils achieve well as a result of good teaching. However, under the guidance of the headteacher, governors are now receiving training so that they develop a better understanding of how to carry out their roles and responsibilities effectively. As a result, they are becoming more knowledgeable about how well pupils are doing and are starting to ask more challenging questions about why pupils' progress is slower than seen nationally. Their understanding about the quality of teaching in the different year groups is improving. Even so, their skills in doing so are at an early stage of development. Governors are not yet able to hold senior leaders fully to account. They have a good understanding of the school's finances and ensure that all safeguarding procedures meet requirements. Governors are now clearer about how pupils supported by the pupil premium funding are progressing. They are becoming more involved in making decisions about how the extra funds are spent and they are more aware of the effect it is having on improving pupils' progress.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117797
Local authority	City of Kingston upon Hull
Inspection number	403336

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Jo Hudgell
Headteacher	Jonathan Roe
Date of previous school inspection	13 November 2007
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